



2018-2019 Principal Preparation Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Pflugerville ISD** CDN or Vendor ID **227904** ESC # **13** Campus # DUNS # **069457893**

Address **1401 W. Pecan St.** City **Pflugerville** ZIP **78660** Phone **512-594-0000**

Primary Contact **Natasha Drumgoole** Email **natasha.drumgoole@pfsd.net**

Secondary Contact **Rhonda McWilliams** Email **rhonda.mcwilliams@pfsd.net**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Doug Killian/Superintendent** Signature  Date **03/09/2018**

Grant Writer Name **Christine Fox** Signature **Christine Fox**  Date **03/09/2018**

- ☒ Grant writer is an employee of the applicant organization.
- ☐ Grant writer is not an employee of the applicant organization.

701-18-105-020

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|---|
| Current campus administrator race/ethnicity demographics are not reflective and representative of student body population | Recruit and retain campus-level administrators whose race/ethnicity reflect that of the student body population (currently, 15.5% of admin are African American compared to 16.3% of students; 29% of admin are Hispanic compared to 48.6% of students; and 52% of admin are white compared to 23% of students) |
| PfISD is a high-growth district that opens new campuses | Recruit and retain PfISD campus-level administrators who've demonstrated instructional leadership as classroom teachers and instructional coaches through their Texas Teacher Evaluation and Support System (T-TESS) and professional evaluations |
| | |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 30, 2019, the district will identify three strong principal candidates from among the current staff who reflect the diversity of the student body, and Huston-Tillotson University's principal preparation program will provide training focused on best practices in campus leadership, including a concentrated focus in instructional leadership; both the district and the university will collaborate to offer these principal candidates authentic campus-based leadership experiences throughout their residency year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

The first quarter benchmark, ending August 2, 2018, establishes that identified principal candidates and principal mentors will have completed the TEA required Principal Preparation training, that candidates have registered and started coursework with Huston-Tillotson University, and that the principal mentor has created a residency schedule of events and activities to foster the growth of the principal candidate throughout the Fall 2018 semester. Under the direction of a Huston-Tillotson field supervisor and the campus mentor, the student will demonstrate proficiency in the principal standards.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

The second quarter benchmark, ending November 21, 2018, establishes that the principal candidates have led at least three (3) authentic school leadership events/experiences as determined collaboratively with the mentor principal. These authentic school leadership events/experiences will be supported through the Huston-Tillotson University field supervisor.

Third-Quarter Benchmark:

The third quarter benchmark, ending March 12, 2019, ensures that the principal candidate is nearing the successful completion of the Huston-Tillotson practicum requirements of the Practicum Proposal, activity logs, professional portfolio, individual on-site meetings/observations by the Huston-Tillotson field supervisor, input from the campus mentor, assessment of the candidate's assignments, logs, artifacts, work ethic, and four (4) performance assessments of candidate by Huston-Tillotson field supervisor.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Because the ultimate goal for the grant is successful completion of the program, including success on TExES certification exam, it is critical to ensure that evaluation of performance occurs throughout the process, rather than just utilize summative data. Once teacher candidates are registered through the Huston-Tillotson program, there are built-in systems of monitoring and support to ensure they are prepared to meet coursework and certification requirements.

Within classwork, principal candidates meet with an field supervisor regularly to ensure all required courses are completed with a grade of C or better. Adjustments for support and instruction can be provided at this time.

Financial assistance, test prep, and test prep resources for TExES exams are provided through the program. Instructors can determine areas of weakness and provide necessary support before testing. A requirement standard of 80% is set for practice exams.

Should a teacher candidate not have success on a TExES exam, there is also time built in for possible re-testing. The additional communication, requirements, and supports proactively address potential areas of concern and allow for feedback throughout the process.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

PfISD will employ selected principal candidates in the campus-based position as a administrative intern. The position's qualifications include: 3 years of teaching experience required, completed or currently enrolled in an accredited program leading to principal credentials, and once hired, the applicant must gain T-TESS Certified Appraiser status. In this position, the administrative intern and principal candidate will complete these duties:

- *Participate in the development and evaluation of educational programs; participate in professional development activities; monitor assigned instructional programs; encourage and support development of innovative instructional programs; promote the use of technology in teaching/learning process; promote a positive, caring, and supportive climate for learning and instruction.
- *Observe employee performance, record observations, and conduct support/evaluation conferences using T-TESS and other identified evaluations.
- *Assist principal in interviewing, selecting, and orienting new staff.
- *Supervise operations in principal's absence; help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules; supervise reporting and monitoring of student attendance; work with team leaders and faculty to compile annual budget requests; requisition supplies, textbooks, and equipment; check inventory; maintain records; verify receipts for materials.
- *Ensure students are adequately supervised during non-instructional periods; assist in developing and maintaining a student discipline management system that results in positive student behavior; ensure that school rules are uniformly observed and student discipline is appropriate and equitable; conduct conferences on student and school issues with parents, students, and teachers.
- * Attend ARD, 504, LPAC, and other meetings as necessary.
- * Perform other duties as assigned.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

PfISD will recruit high-performing teacher leaders who 1) Do not currently hold a principal certificate in Texas, 2) Must be a teacher or other educational professional employed by the district and in good standing (past evaluations of acceptable or better), 3) Must not have been placed on paid or unpaid administrative leave at any time during the past two school years, 4) Must not have unexcused excessive absences and 5) Must commit to remain and teach within the district for the next two years following completion of their principal preparation program, unless the district determines for disciplinary or performance reasons, they are no longer eligible for hire. Administrative interns, assistant principals, and principals will utilize the Texas Principal Evaluation and Support System (T-P ESS) evaluation and monitoring system for continued focused growth and development as a campus leader.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

PfISD will partner with Huston-Tillotson University. Their program includes the Principal Practicum (3 credit hrs). Candidates seeking the Standard Principal Certificate must complete a structured, field-based practicum focused on actual experiences with each of the State Board of Educator Certification (SBEC) standards. The practicum is not a checklist of activities, but an opportunity to plan, participate in, and reflect upon campus leadership. Under the direction of a Huston-Tillotson field supervisor and the campus mentor, the student will demonstrate proficiency in the principal standards as outlined in the 9 principal competencies. The Principal Practicum is a 2-semester course beginning in the fall semester only. The Candidate must arrange for a local certified administrator to serve as the campus mentor. The student participates in the practicum while completing the duties of his/her contracted school assignment. The campus mentor and candidate will attend the Practicum Orientation held before the start of the practicum. The candidate will also attend four (4) practicum seminars. The Practicum Proposal is due to the HT field supervisor by September 30. It must include a brief written statement, developed in collaboration with the campus mentor, of the candidate's leadership strengths and challenges, and a timeline outlining proposed major projects and activities that reflect the "learner-centered" principal standards. There are seven measurable outcomes including learner-centered values & ethics of leadership, learner-centered leadership & school culture, learner-centered human resources leadership & management, learner-centered organizational leadership & management; learner-centered curriculum planning & development, and learner-centered instructional leadership & management. Assignments include the practicum proposal, activity logs, professional portfolio, individual on-site meeting with the Huston-Tillotson field supervisor, input from the campus mentor, assessment of the candidate's assignments, logs, artifacts, and work ethic, and four performance assessments of candidate by the Huston-Tillotson field supervisor. The textbook used is as follows: Siccone, Frank. (2012). Essential Skills for Effective School Leadership. San Francisco, CA: Siccone Institute.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Huston-Tillotson University's principal practicum includes the use of the self-assessment planning document which is an instrument based on the Texas standards for school district leaders (TEC § 149.2001). The five areas of evaluation include instructional leadership, human capital, executive leadership, school culture, and strategic operations. Correlating to the candidate's growth in each of these areas is the inclusion of the practicum log where the candidate records the campus leadership activity to the relevant standard/competency within the Texas standards. During practicum observations conducted by the Huston-Tillotson field supervisor, the candidate will be rated in each of the five Texas standards with a rating of 1= meets standard, 0= below standard, and N/A = not observed. Feedback from these observations include the recording of the field supervisor's comments as well as the candidate's comments.

At the district level, the candidate will receive the feedback and professional growth support from their supervising mentor principal who will use the Texas Principal Evaluation and Support System (T-PESS) evaluation and monitoring system. This feedback tool provides the opportunity for the supervising principal and the candidate to set professional learning goals and targets while strengthening the mentor-mentee relationship.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities

☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) CDN or Vendor ID **Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

| Description of Activity or Cost | Amount Budgeted |
|--|-----------------|
| 1. Tuition & fee reimbursement (\$12,000 x 3 candidates) | 36,000 |
| 2. Mentor stipend for each candidate's cooperating principal | 3,000 |
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| 25. | |

Total grant award requested

HUSTON-TILLOTSON UNIVERSITY DEGREE PLAN**M.Ed. in Educational Leadership
With Principal Certification****Revised Jan 2018
33 Hours**

Name: _____

HT ID#: _____

Phone 1: _____

Phone 2: _____

E-mail 1: _____

E-mail 2: _____

| M.ED. REQUIREMENTS | | Hrs | Sem | Grade |
|--------------------|--|-----|-----|-------|
| | Course | | | |
| MEDU 5302 | Legal, Ethical and Social Issues in Education | 3 | | |
| MEDU 5325 | Curriculum Leadership and Assessment | 3 | | |
| MEDU 5204 | Introduction to Research Methods | 3 | | |
| MEDU 5327 | Administration, Supervision, and Improvement of Instruction in Schools | 3 | | |
| MEDU 5326 | Administrative Processes and Operations in Schools | 3 | | |
| MEDU 5221 | Practicum for the Principalship A | 2 | | |
| MEDU 5305 | Action Research Project | 3 | | |
| MEDU 5324 | Introduction to Leadership in Educational Settings | 3 | | |
| MEDU 5222 | Practicum for the Principalship B | 2 | | |
| MEDU 5303 | Diversity and Special Programs in Schools | 3 | | |
| MEDU 5323 | Practicum for the Principalship C | 3 | | |
| MEDU 5301 | Schools as Learning Communities | 3 | | |
| | | 33 | | |

Advisor: Dorothy L. Hall, Ph.D., Signature: _____ Date: _____

Chair: Jan P. Seiter, Ed. D. Signature: _____ Date: _____

Course title: *Principal Practicum*
Course hours: 3

Catalog Description: Candidates seeking the Standard Principal Certificate must complete a structured, field-based practicum focused on actual experiences with each of the State Board of Educator Certification (SBEC) standards. The practicum is not a checklist of activities, but an opportunity to plan, participate in, and reflect upon campus leadership. Under the direction of a Huston-Tillotson field supervisor and the campus mentor, the student will demonstrate proficiency in the principal standards.

Principal Competencies:

Competency 001

Shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

Competency 002

Communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success

Competency 003

Act with integrity, fairness and in an ethical and legal manner

Competency 004

Facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance

Competency 005

Advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth

Competency 006

Implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management

Competency 007

Apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment

Competency 008

Apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use

Competency 009

Apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective environment

Course Format: The Principal Practicum is a 2-semester course beginning in the fall semester only. The Candidate must arrange for a local certified administrator to serve as the campus mentor. The student participates in the practicum while completing the duties of his/her contracted school assignment. The campus mentor and candidate will attend the Practicum Orientation held before the start of the practicum. The candidate will also attend four (4) practicum seminars. The Practicum Proposal is due to the HT field supervisor by September 30. It must include a brief written statement, developed in collaboration with the campus mentor, of the candidate's leadership strengths and challenges, and a timeline outlining proposed major projects and activities that reflect the "learner-centered" principal standards.

Measurable Objectives:

1. Learner-centered values and ethics of leadership
 - a. Speculation on significant critical incidents (Were you prepared? Will you do the same thing next time? Did you ask for assistance? From whom?)
 - b. Analysis of ethical dilemmas you have faced
 - c. Reflection on your personal and professional growth
2. Learner-centered leadership and campus culture
 - a. Improvement of school discipline with individual students and the school as a whole
 - b. Participation in developing, assessing, or modifying the campus vision
 - c. Development of collegial relationships and effective collaboration with campus staff
 - d. Analysis of diversity within the school culture (discipline, special education, gifted programs, etc.)
 - e. Submission of a grant proposal
3. Learner-centered human resources leadership and management
 - a. Participation in a school wide needs assessment for professional development
 - b. Development and/or implementation of professional development
 - c. Leadership of or participation in a group or committee (ARD, discipline committee, campus advisory council, etc.)
 - d. Mentoring of a novice teacher
 - e. Assistance with the professional development for a teacher in need of improvement
4. Learner-centered communications and community relations
 - a. Utilization of effective conflict management skills and group consensus-building skills
 - b. Participation in parent and/or community communications and relations
 - c. Gathering of input from all campus stakeholders
5. Learner-centered organizational leadership and management
 - a. Participation in management activities such as budget, master schedule, resource management, transportation, student services, extracurricular supervision, staff (non-professional) supervision
 - b. Analysis of attendance patterns and systems
 - c. Improvement of instructional or management technology
 - d. Participation in a campus wide or program assessment
 - e. Participation in a school or program improvement effort
 - f. Reflection on the school vision and beliefs as compared to observed realities
6. Learner-centered curriculum planning and development
 - a. Clinical supervision of a teacher
 - b. Comparison of district curriculum and campus implementation

- c. Analysis of campus implementation of authentic assessment, best practices, interdisciplinary instruction, etc.
- d. Participation in textbook adoption or materials acquisition
- e. Participation in the development of the campus improvement plan
- 7. Learner-centered instructional leadership and management
 - a. Facilitation of the use and integration of technology, telecommunications, and information systems to enhance learning
 - b. Facilitation of student activity programs to fulfill academic, developmental, social, and/or cultural needs
 - c. Involvement in supervision and professional development activities for self and others
 - d. Involvement with allocation of instructional resources on the campus in the most equitable manner to support and enhance student learning

Assignments and Assessments:

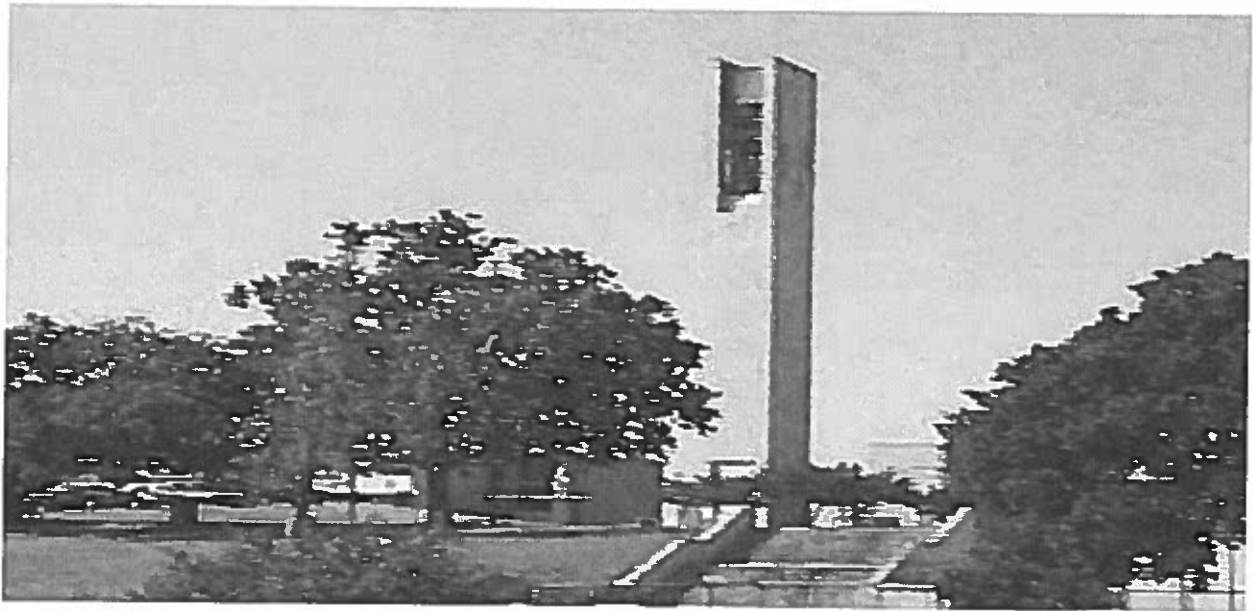
- Practicum Proposal
- Activity logs
- Professional portfolio
- Individual on-site meetings/observations by the HT field supervisor
- Input from the campus mentor
- Assessment of the candidate's assignments, logs, artifacts, work ethic
- Four (4) performance assessments of candidate by HT field supervisor

Textbooks and Other Learning Materials:

Siccone, Frank. (2012). Essential Skills for Effective School Leadership. San Francisco, CA: Siccone Institute.

HUSTON-TILLOTSON UNIVERSITY

Principal Preparation Program



Practicum Handbook

2015-2016

**Huston-Tillotson University
Principal Preparation Program
900 Chicon Street
Austin, TX 78702
512.505.3164
512.505.3190 (fax)
www.htu.edu/ppp**

Faculty/Staff

| | | |
|------------------|----------------------------------|---|
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| Dr. Pat Casey | Director, PPP, Adjunct Professor | 512.505.3093 picasey@htu.edu |
| Ms. Dora Dubra | Administrative Assistant | 512.505.3164 ddubra@htu.edu |

University Faculty/Staff

| | | |
|-----------------------------|--|--------------|
| Dr. Colette Pierce Burnette | President and CEO | 512.505.3001 |
| Dr. Archibald Vanderpuye | Interim Provost & Vice President for Academic & Student Affairs | 512.505.6444 |
| Rev. Donald Brewington | Interim Dean of Student Affairs | 512.505.3054 |
| Dr. Rosalee Martin | Interim Dean, College of Arts & Sciences | 512.505.3098 |
| Ms. Diane Nunez | Financial Aid (A-J) | 512.505.3032 |
| Ms. Melanie Johnson | Financial Aid (K-Z) | 512.505.3031 |
| Ms. Earnestine Strickland | Registrar | 512.505.3082 |
| Ms. Bianca Sims | Coordinator, Counseling & Disability Services | 512.505-3046 |
| Ms. Pat Wilkins | Director, Library & Media Services | 512.505.3081 |

Please Note

The information enclosed is accurate at the time of printing; however, policies are subject to change based on state guidelines. Check with an advisor before making a major decision based on the contents of this handbook. Staff in the Principal Preparation Program (PPP) can help guide you through the program to complete your principal certification.

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Background

Huston-Tillotson University is a historically black university affiliated with The United Methodist Church and the United Church of Christ. The mission of the University is to provide its increasingly diverse student body with an exemplary education that is grounded in the liberal arts and sciences, balanced with professional development, and directed to public service and leadership. The University prepares students with the integrity and civility to thrive in a diverse society, fosters spiritual development, preserves and promotes interest in the accomplishments and experiences of the University's historic constituents and evolving populations, and creates and sustains supportive relationships which advance the Huston-Tillotson University community.

Huston-Tillotson University is the oldest institution of higher education in Austin. Tillotson Collegiate and Normal Institute opened on January 17, 1881 and Samuel Huston College opened in the fall of 1900. Huston-Tillotson College was formed when Tillotson College and Samuel Huston College merged in 1952. Huston-Tillotson University awards undergraduate degrees in business, education, the humanities, natural sciences, social sciences, science, and technology and graduate degrees in educational leadership. A multi-cultural, multi-ethnic, and multi-faith institution, the University welcomes students of all ages, races, and religions.

Huston-Tillotson University Policies

All policies contained in the *Huston-Tillotson University Graduate Bulletin, 2015* apply to all candidates, practicum students, faculty, and staff of the HT PPP. The *Huston-Tillotson University Graduate Bulletin, 2015* is available online at <http://htu.edu/academics/university-bulletin>.

Huston Tillotson Principal Preparation Program Practicum Handbook

This handbook is for students doing their principalship practicum as a partial completion of the requirements set forth by the Texas State Board of Educator Certification (SBEC), under the umbrella of the Texas Education Agency (TEA), for principal certification in the State of Texas.

The practicum experience is designed to provide you with opportunities to employ theory and practice skills in educational leadership. We encourage you to pursue diverse experiences in a variety of educational settings and to participate in other wide-ranging leadership activities. And, most importantly, the practicum will provide you with situations for developing your leadership skills.

This handbook has been prepared to assist you as you complete field based practice and administrative learning activities as part of your graduate program. You have three courses that are designed as practicum classes to guide you in the process. We want you to be involved in learning activities from day one. Each day is an opportunity to learn. You, your site supervisor, and your field supervisor will work together to develop the best learning activities for you.

HT Mission Statement

HT nurtures a legacy of leadership and excellence in education, connecting knowledge, power, passion, and values.

HT Vision Statement

A connected world where diversity of thought matters.

Accreditation Statement

Huston-Tillotson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Huston-Tillotson University.

Texas Education Agency Approval

Huston-Tillotson University is approved by the State Board of Educator Certification to offer a Principal Preparation Program.

Legal Requirements for the Principal Certificate

Under the Texas Administrative Code, Title 19, Part 7, Chapter 241, Rule §241.25, to be eligible to receive the Standard Principal Certificate, one must:

- successfully complete the assessments required under Chapter 230, Subchapter A of this title (relating to Educator Assessment);
- hold a master's degree from an accredited institution of higher education;
- have two years of creditable teaching experience as a classroom teacher, as defined by Chapter 230, Subchapter Y of this title (relating to Definitions); and
- successfully complete a principal preparation program that meets the requirements of §241.15 of this title (relating to the Standards for the Principal's Certificate) of this subchapter.

The Practicum Application

Before you can begin to log Practicum hours, you must be admitted to the M.Ed. program fulfilling the following requirements:

- Admitted to candidacy in the graduate program
- Have a valid teaching certificate
- Have at least two year's teaching experience
- Have a valid TEA number
- Provide a clear Criminal History Background Check

Before you can actually start to log Practicum hours, you must also have an approved practicum application on file. The application will be completed and submitted the first week of your first practicum course. A copy of the official application is attached to this handbook.

Required Course for Practicum

All principal candidates must register for the appropriate Practicum course. Candidates will be assigned to a university field supervisor at the orientation meeting at the beginning of the practicum semester. The university field supervisor will schedule face to face class meetings for credit but may allow credit for off campus work. Actual class meetings will be determined by the instructor.

Your Practicum Team

Your practicum takes place with the guidance and support of two people who are certified as principals and trained to help you

- a site supervisor, usually a campus administrator and
- a field supervisor who is hired by the university

Responsibilities

Each of the three parties involved in the practicum -- the candidate, the site supervisor and the field (university) supervisor -- has a particular role to fulfill. Each role involves specific responsibilities.

Candidate responsibilities include:

- Applying for practicum
- Securing district approval, if required
- Enlisting the support of a site supervisor
- Planning the practicum activities with the site supervisor and university field supervisor
- Communicating with the site supervisor on a regular basis
- Meeting with the university field supervisor as required
- Attending course seminar meetings
- Carrying out the practicum activities in a conscientious, ethical manner
- Asking questions/giving and receiving feedback
- Documenting the practicum experiences
- Completing all portfolio requirements

Site supervisor responsibilities include:

- Planning activities with the candidate
- Arranging access for the candidate to administrative tasks and other administrators
- Supervising of the candidate or coordination of the direct supervision of the candidate
- Providing the candidate with formative and summative feedback

University field supervisor responsibilities include:

- Cooperating with the candidate and site supervisor to ensure that the candidate has appropriate experiences
- Supervising the candidate's field experiences
- Providing including initial contact within 3 weeks of the start of the practicum
- Providing formative and summative evaluations with a minimum of 2 formal observations for each practicum semester,
- Providing written feedback to the candidate, the site supervisor and the university
- Submitting grades for the candidate
- Verifying completion of the practicum requirements

Required Field Practice Hours

The minimum requirement for your documented field practice is 300 clock hours; however, most of you will exceed this number. You are encouraged to exceed the minimum requirement with experiences that go beyond day-to-day activities.

No field experience hours accumulated prior to the start of the first practicum course will be accepted without prior approval by the Chair of the Department of Educator Preparation.

The practicum hours are accumulated over 3 semesters under the direction of the site supervisor and the field supervisor. Hours are to be logged every week of the practicum and across all of the state standards. The candidate will complete a formal log. This practicum log form must be updated regularly and emailed to your site supervisor weekly by midnight on Sunday.

District Approval and Support

In some situations, the candidate must have written approval of the school district in addition to written approval of the campus principal. In larger districts, you should contact the director of human resources. In smaller districts, you should contact the superintendent and request information about the steps necessary to get district approval to complete a clinical practicum (internship) in the district. Follow the district's prescribed steps. Send a copy of the district's written approval document to your HT field supervisor for your file at the university.

Candidates who are seeking principal certification in Texas must complete practicum field experiences at a TEA approved campus under the direction of a state certified site supervisor. If your current assignment is at a campus that is not TEA approved and/or your campus administrator is not Texas certified as a principal/administrator, contact the M.Ed. Director or the Chair of the Department of Educator Preparation. Arrangements will be made for you to complete your practicum hours at an approved site with a certified administrator.

Appendix A: Self-assessment Planning Document

Part I

It is important that leaders engage in critical self-assessment at all stages of their careers. Consequently, as you prepare for your internship, you will plan to engage in activities that address your individual professional development needs. The purpose of this instrument is to assist you identify your current strengths and weaknesses as an educational leader.

The instrument is based on the Texas standards for school district leaders (TEC §149.2001). For more detailed description of the knowledge and skills required by each indicator, refer to the TAC 149.2001 Principal Standards in your handbook as an appendix. Remember, this is about leadership at the campus level. Your classroom level understandings are important but not sufficient to be considered *outstanding competency* when planning your principal internship.

Mark the number below that best reflects your perception of your current level of competency with each item. Average your rating scores at the end of each section. Transfer your scores for each competency to the summary sheet that follows the assessment.

- A score of 5 represents outstanding competency.
- A score of 4 represents very good competency.
- A score of 3 represents satisfactory competency.
- A score of 2 represents limited competency or experience.
- A score of 1 represents no competency or experience.

Standard 1: Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

| Effective instructional leaders: | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research | | | | | |
| implement a rigorous curriculum aligned with state standards, including college and career readiness standards. | | | | | |
| analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations | | | | | |
| model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans | | | | | |
| routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings | | | | | |
| develop high-quality instructional practices among teachers that improve student learning | | | | | |
| monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap | | | | | |
| Total | | | | | |
| Average (Total divided by 7) | | | | | |

Standard 2: Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

- A score of 5 represents outstanding competency.
- A score of 4 represents very good competency.
- A score of 3 represents satisfactory competency.
- A score of 2 represents limited competency or experience.
- A score of 1 represents no competency or experience.

| Effective leaders of human capital: | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff; | | | | | |
| ensure all staff have clear goals and expectations that guide them and by which they are assessed; | | | | | |
| are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs; | | | | | |
| ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing; | | | | | |
| facilitate professional learning communities to review data and support development; | | | | | |
| create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team | | | | | |
| use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff. | | | | | |
| select, place, and retain effective teachers and staff. | | | | | |
| coaches and develops teachers by giving individualized feedback and aligned professional development opportunities. | | | | | |
| implement collaborative structures and provides leadership opportunities for effective teachers and staff. | | | | | |
| conduct rigorous evaluations of all staff using multiple data sources | | | | | |
| Total | | | | | |
| Average (Total divided by 11) | | | | | |

Standard 3: Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

- A score of 5 represents outstanding competency.
- A score of 4 represents very good competency.
- A score of 3 represents satisfactory competency.
- A score of 2 represents limited competency or experience.
- A score of 1 represents no competency or experience.

| Effective executive leaders: | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| commitment to ensuring the success of the school | | | | | |
| motivate the school community by modeling a relentless pursuit of excellence | | | | | |
| reflective in their practice and strive to continually improve, learn, and grow | | | | | |
| view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward | | | | | |
| keep staff inspired and focused on the end goal even as they support effective change management | | | | | |
| have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences | | | | | |
| are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; | | | | | |
| treat all members of the community with respect and develop strong, positive relationships with them | | | | | |
| remains solutions-oriented, treats challenges as opportunities, and supports staff through changes. | | | | | |
| proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes | | | | | |
| tailors communication strategies to the audience and develops meaningful and positive relationships | | | | | |
| adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district | | | | | |
| Total | | | | | |
| Average (Total divided by 12) | | | | | |

Standard 4: School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

- A score of 5 represents outstanding competency.
- A score of 4 represents very good competency.
- A score of 3 represents satisfactory competency.
- A score of 2 represents limited competency or experience.
- A score of 1 represents no competency or experience.

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| leverage school culture to drive improved outcomes and create high expectations | | | | | |
| establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school | | | | | |
| establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment | | | | | |
| focus on students' social and emotional development and help students develop resiliency and self-advocacy skills | | | | | |
| treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions | | | | | |
| develops and implements a shared vision of high expectations for students and staff | | | | | |
| establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students | | | | | |
| engages families and community members in student learning | | | | | |
| creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students | | | | | |
| principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students. | | | | | |
| Total | | | | | |
| Average (Total divided by 10) | | | | | |

Standard 5: Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

- A score of 5 represents outstanding competency.
- A score of 4 represents very good competency.
- A score of 3 represents satisfactory competency.
- A score of 2 represents limited competency or experience.
- A score of 1 represents no competency or experience.

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans | | | | | |
| with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective | | | | | |
| develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review | | | | | |
| are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning | | | | | |
| treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff | | | | | |
| outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes | | | | | |
| implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development | | | | | |
| aligns resources with the needs of the school and effectively monitors the impact on school goals | | | | | |
| collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff | | | | | |
| Total | | | | | |
| Average (Total divided by 9) | | | | | |

SUMMARY WORKSHEET

- Use this worksheet to summarize your critical self-assessment.
- High average scores represent areas of strength.
- Low average scores represent opportunities for growth during your internship.

Average Score

Standard 1. Instructional Leadership

Standard 2. Human Capital

Standard 3. Executive Leadership

Standard 4. School Culture

Standard 5. Strategic Operations

SELF-ASSESSMENT OF LEADERSHIP COMPETENCIES

Part II. In general, how well prepared do you feel in the areas described below?

- A score of 5 represents strongly agree.
- A score of 4 represents agree.
- A score of 3 represents neither agree nor disagree.
- A score of 2 represents disagree.
- A score of 1 represents strongly disagree.

| I feel knowledgeable and well prepared in the area of: | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| *school district governance. | | | | | |
| *organizational management | | | | | |
| *school district leadership of curriculum, instruction, and assessment | | | | | |
| *student affairs/student management | | | | | |
| *technology | | | | | |
| *school district – community relations | | | | | |
| *educational law /legal issues | | | | | |
| *professional development and evaluation of district personnel (administrators, faculty and staff) | | | | | |
| *superintendents' responsibilities and requirements in my state | | | | | |

Self-Assessment Reflection

Part 3

Consider the results from your self-assessment parts one and two. What do you think about where you stand with regard to the standards? Write one paragraph describing your strengths. Which standards are you most confident about? Write one paragraph describing the standards you are least confident about. What do you plan to learn most about during your internship?

APPENDIX B: Practicum Application and Agreement

| HTU Principal Practicum Application | |
|--|---|
| Date Practicum Started: | |
| Practicum Site School Name and Address District | |
| Candidate | |
| Candidate's Name: | <p>Candidate's Agreement: I will seek approval of my site supervisor to guide my practicum activities. I understand that a minimum of 300 hours of practicum activities will be required under the general supervision of my site supervisor. I understand that I will report on my activities by submitting Practicum Reports at the end of each semester and will be responsible for determining and meeting my state's certification requirements.</p> <p>_____</p> <p>Signature (original required)</p> <p>_____</p> <p>Date</p> |
| HTU ID Number: | |
| Address | |
| City State Zip | |
| Home Telephone: | |
| Mobile Telephone: | |
| HTU Email: | |
| Other Email: | |
| Site Supervisor | |
| Name: | <p>Site Supervisor's Agreement</p> <p>I agree to professionally mentor the administrative candidate and supervise his/her administrative practicum in the Huston Tillotson Principal Preparation Program. I am an administrator in an accredited school district, have an advanced degree, hold a valid Texas Principal certificate, and have at least 2 years of administrative experience. I am willing to provide appropriate field based guidance, assistance and supervision of the candidate's activities. I agree to provide evaluative data to the University toward the middle and end of the practicum regarding the candidates' progress. I will complete the Site Supervisor Training and agree to follow the Educator's Code of Ethics.</p> <p>_____</p> <p>Signature (original signature required)</p> <p>_____</p> <p>Date</p> |
| Address | |
| City State Zip | |
| Office Telephone: | |
| Other Telephone: | |
| Email: | |
| Position: | |
| Texas Educator Certification: | |

APPENDIX C

Suggested Projects, Initiatives, and Activities for the Practicum Experience

It is important to note that the following activities and experiences will enhance your growth as an administrator, but please keep in mind that this is not an all inclusive list. You should be afforded many opportunities by your site supervisor; however, you may also have to take the initiative to create projects/experiences - with your site supervisor's approval - that you know will be challenging but worthwhile.

1. Become familiar with the applicable administrative policies, rules, and regulations of the school (see district policy manual and school handbook); become familiar with district politics, policy making, organization, and culture.
2. Attend orientations/meetings/work conferences prior to the opening of school in the fall and assist the principal as directed.
3. Assist the principal with opening and closing of school. This activity may include summer school provided the program is a comprehensive one.
4. Become familiar with work carried on in the principal's office by the principal, assistant principals, deans, guidance counselors, and office staff. Analyze responsibilities and relationships of those staff members.
5. Under the principal's supervision and direction, participate in or be responsible for
 - a. evaluating and improving classroom instruction
 - b. monitoring student achievement testing/assessment on a school-wide basis
 - c. participating in the development of the campus improvement plan
 - d. designing and conducting a program evaluation
 - e. discussing and observing effective behavior management techniques
 - f. working with students/counseling students/implementing plans to assist students improve behaviors
 - g. scheduling and planning faculty meetings
 - h. organizing and working with faculty committees on curriculum, courses of study, textbook selection, and other areas including site-based committees
 - i. studying possible improvement of class schedules and classroom utilization
 - j. preparing staff bulletins and other announcements
 - k. meeting with student council and representing the principal at meetings
 - l. arranging or assisting with the scheduling of extracurricular activities and faculty sponsorship or advising of various activities
 - m. preparing reports and forms required by the central office on attendance, budget, supplies, payroll, supervision of instruction, and facilities
 - n. inspecting the grounds, buildings, and equipment at frequent intervals to check for safety, hazard elimination, sanitation, and cleanliness
 - o. making necessary reports to the principal.
6. Attend at least one administrative staff meeting at which the superintendent (or a designee) presides. Briefly describe your observations
7. Attend at least one school board meeting and record actions taken and reasons for the actions. Describe the roles of the school administrators at the meeting.
8. Analyze the school's test scores for the previous three years.

9. Assist a teacher or a department with analyzing STAAR results for that school or department during the previous year and work with that teacher or department in developing a plan for improving test scores for the current and coming year.
10. Assist with or supervise the scheduling of field trips.
11. Assist in preparation of special reports on curricular and extra-curricular matters for presentation to principal, superintendent, and/or board of education.
12. Attend meetings of parent groups and assist the principal in carrying out responsibilities relating to parents and community.
13. Evaluate the custodial operations and maintenance procedures for the school. Make recommendations for improvement as appropriate.
14. Work to the extent possible on preparation of the school's schedule.
15. Create a plan to increase the involvement of the community in the school. Implement one of your proposals.
16. Work with the principal to develop a school budget.
17. Review federal and state laws, rules, and regulations covering English language learners, children with disabilities served in special education programs and those served under Section 504 of the Vocational Rehabilitation Act of 1973. Make recommendations for improvement.
18. Participate in the child study, Response to Intervention, IEP, Language Proficiency Assessment Committee (LPAC), and Section 504 processes in the school. Attend related meetings.
19. Participate in the interviewing and hiring of new staff members.
20. Conduct and evaluate a school emergency drill.
21. Identify three leadership objectives related to the operation of the school. These objectives must be approved by your site supervisor and you must do the planning and necessary implementation to achieve them.
22. Write or revise a plan for identifying at-risk students and for helping them to increase their academic achievement and aspirations.
23. Write or update the plan for recognizing and rewarding the achievement of students.
24. Attend at least three grade-level, subject area or departmental planning sessions and write a brief reflective statement on each session.
25. Work with a principal in developing a plan of action or an improvement plan for a teacher who has deficiencies.
26. Supervise students in the cafeteria during the lunch period.
27. Participate in (or observe) a principal mediating a staff-staff, staff-parent, or child-staff conflict.
28. Work with campus leadership to implement special campus programs that ensure that all students are provided quality instructional programs and services to meet individual student needs, e.g., guidance and counseling programs and services, special education, Section 504, Title I, gifted and talented, and/or bilingual/ESL.
29. Participate in or attend at least three campus planning/site based decision making team meetings at a school that is a different level than your home campus (i.e. elementary or secondary). Write a reflective statement about each session.
30. Provide necessary training for faculty related to, for example, first aide or campus safety.
31. Review and make recommendations to improve the campus safety plan.
32. Review and recommend improvements to the campus website.
33. Assess the use of instructional technology in each teacher's classroom and review the campus technology plan. Analyze and report your findings.
34. Familiarize yourself with federal, state and local (district) requirements for RtI and/or Dyslexia. Write an analysis of your campus performance related to the requirements.

Appendix D: Practicum Log

Each candidate will keep a log of all practicum activities including the date, a brief description, the hours engaged in the activity and a number to identify the corresponding standard or competency. Below is a key for the standards that will be addressed. Detailed descriptions of the standards and competencies are included in the appendixes that follow.

Key for the practicum log: Choose the number for the standard that most closely represents the corresponding activity. Detailed descriptions of the competencies and standards are in the appendixes that follow.

| Note: Details and descriptors for each standard or competency in the Handbook | | | |
|--|--|--|--|
| LOG KEY | TEC §149.2001 Texas Principal Standards | TExES Domains & Competencies: | ELCC Building Level Leadership Standards |
| 1 | Standard 3 - Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning. | Competency 001 Campus Culture & Vision | ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. |
| 2 | Standard 4-School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students. | Competency 002 Communication & Collaboration | ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. |
| 3 | Standard 3 - Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning. | Competency 003 Acting in an Ethical & Legal Manner | <p>ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.</p> <p>ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.</p> |

| | | | |
|---|---|---|---|
| 4 | Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction. | Competency 004 Curriculum, Instruction, & Assessment | ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment. |
| 5 | Standard 2 -Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school. | Competency 005 Instructional Leadership & Management for Student Learning & Staff Professional Growth | |
| 6 | | Competency 006 Staff Evaluation & Development | |
| 7 | | Competency 007 Decision Making & Problem Solving | |
| 8 | Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction. | Competency 008 Effective Management of Resources | ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. |
| 9 | Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction. | Competency 009 Manage Physical Plant and Systems for Safe, Effective Learning Environment | |

Sample Practicum Log

Note: The Practicum Log will be kept on an ExCEL Spreadsheet. You will receive a template electronically. This is just a model for reference.

NAME: _____ **Intern Log**

| Date | Activity | Standard/Competency (refer to key) | | | | | | | | | Time | |
|-----------|---|------------------------------------|---|---|---|---|---|---|---|---|----------------|-----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Activity Hours | Cum Hours |
| 1/22/2015 | Helped review data and set goals for campus plan Campus Improvement Committee Meeting | x | | | | | | | | | 2 | 2 |
| 1/27/2015 | Served as Administrator at ARD Meeting | | | x | | | | | | | 1 | 3 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

Appendix E

Name: _____

Date: _____

Practicum Report

Describe one of the activities you engaged in for practicum this week. What did you do? What did you learn? Was the activity planned or unplanned? Which TExES Competency or Texas Standard did your learning activity focus on (be specific)?

Use complete sentences and paragraphs.

Sample Reflection

What a month this was! Many opportunities to learn new things! I started off this week on Monday morning overcoming a fear. I must admit the fear of facilitating an ARD is one of the things I have been most fearful of. I think the reasoning for this fear is... What if I mess up? What if a question is asked, and I don't know the answer? My principal gave me the simple honor of reading the statement of confidentiality and also the assurances at the end of the ARD. This particular ARD was one of the most positive I've ever seen. The student was released from our dyslexia program, and his teachers said what a great student he is and sang his praises! Even though I only had limited responsibility in the leadership role during the ARD, I feel that I have a better understanding and comfort level about what is expected of me in this role. I also had the opportunity of leading a conference with the 5th grade team and a concerned father. This was a typical conference and went fairly smoothly.

This activity was practice of TExES Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner. It helped me understand, like the descriptive statement says, how the principal applies "... legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities."

Appendix F Practicum Observation Report

Candidate: _____ Date: _____

Campus: _____ Start time: _____

Field Supervisor: _____ End Time: _____

Ratings: 1 = Meets Standard 0 = Below Standard N/A =Not Observed

| Texas Standard | Rating | Description/Project/Activity |
|---|--------|------------------------------|
| Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction. | | |
| Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school. | | |
| Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning. | | |
| Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students. | | |
| Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction. | | |

Field Supervisor's Comments:

Candidate's Comments:

Candidate Signature

Date:

Field Supervisor Signature

Date

Date Delivered to Site Supervisor

Initials

Appendix G

Texas Examination of Educator Standards (TExES) PRINCIPAL Domains and Competencies

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP*

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
- ensure that parents and other members of the community are an integral part of the campus culture
- implement strategies to ensure the development of collegial relationships and effective collaboration
- respond appropriately to diverse needs in shaping the campus culture
- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- align financial, human, and material resources to support implementation of a campus vision
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision

* "School Community" includes students, staff, parents/caregivers, and community members.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- communicate effectively with families and other community members in varied educational contexts
- apply skills for building consensus and managing conflict
- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders
- develop and implement strategies for effective internal and external communications
- develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media
- provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children
- establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals
- communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success
- respond to pertinent political, social, and economic issues in the internal and external environment

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*
- apply knowledge of ethical issues affecting education
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities
- apply laws, policies, and procedures in a fair and reasonable manner
- articulate the importance of education in a free democratic society
- serve as an advocate for all children
- promote the continuous and appropriate development of all students
- promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements)
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs
- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice
- facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision

- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs
analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans
- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff
- engage in ongoing professional development activities to enhance one's own

knowledge and skills and to model lifelong learning

Competency 007

The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- apply procedures for effective budget planning and management
- work collaboratively with stakeholders to develop campus budgets
- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals
- develop and implement plans for using technology and information systems to enhance school management

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns
- develop and implement procedures for crisis planning and for responding to crises
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation)

Appendix H

STATE BOARD FOR EDUCATOR CERTIFICATION

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter BB. Administrator Standards

§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends

and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

- (I) are committed to ensuring the success of the school;
- (II) motivate the school community by modeling a relentless pursuit of excellence;
- (III) are reflective in their practice and strive to continually improve, learn, and grow;
- (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
- (V) keep staff inspired and focused on the end goal even as they support effective change management;
- (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
- (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
- (VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students.

Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

- (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
- (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
- (iii) Intentional family and community engagement. The principal engages families and community members in student learning.
- (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

- (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.

Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.

Appendix I

EDUCATIONAL LEADERSHIP CONSTITUENCIES COUNCIL (ELCC) 2011 BUILDING-LEVEL STANDARDS

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC STANDARD 1.0 ELEMENTS:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC STANDARD 2.0 ELEMENTS:

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources

through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC STANDARD 3.0 ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC STANDARD 4.0 ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC STANDARD 5.0 ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

ELCC STANDARD ELEMENTS:

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership Building-Level Program Standards* through authentic, school-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Appendix K: Receipt of Handbook

Huston-Tillotson University Principal Preparation Program Receipt of Handbook

I have received the HTU Principal Preparation Practicum Handbook 2015-2016. I understand that I am responsible for reading the handbook(s) and following the policies, rules, requirements, and timelines they contain. If I have questions, I will contact a member of the HT PPP faculty.

Candidate Printed Name

Candidate Signature

Date

Received on _____ by _____
Date Field Supervisor Printed Name

Signature



Course Syllabus
MEDU 5204 Introduction to Research Methods
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5204
Course Name: Introduction to Research Methods
Course Location: On Campus
Class Times: This class will meet one evening a week for 2 hours.
Prerequisites: Admission to the M.Ed. Program or permission of Department Chair

Course Description/Overview

MEDU 5204 Introduction to Research Methods
This course provides an overview of qualitative and quantitative research techniques. Students will utilize components of literature review, data collection, and analysis to form the foundation of an action research project that addresses an educational problem/question. In MEDU 5305, the student will conduct research and produce a written report of the research project.

Student Learning Outcomes

- Students will describe the importance and use of research in making educational decisions.
- Students will distinguish among overview, primary, and secondary sources of research.
- Students will identify and discuss the main types of research designs: descriptive, comparative, correlational, causal-comparative, experimental/quasi-experimental, quantitative, as well as applied and action investigations.
- Students will identify types of tests and alternative measurement approaches commonly used in social science research.

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|-----------------|---------------------|------------------------|----------------|
|-----------------|---------------------|------------------------|----------------|

| | | | |
|--|--|--|--|
| Group presentation on a specific research design | | | |
| Literature review | | | |
| Action research project plan | | | |

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
- Technical Requirements:
 - Internet connection with current Web browser PC or Mac
 - HT email address
 - Access to common office applications and/or converters (word processing, spreadsheet, database, presentation, graphics, etc.)

Required Course Text:

Johnson, A.P. (2008). *A short guide to action research: Third edition*. Boston: Pearson, Inc.

Glanz, J. (2006). *Action research: An educational leader's guide to school improvement*. Norwood, MA: Christopher-Gordon.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association. 6th Edition*. Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Additional readings will be selected and assigned throughout the course.

Grading Scheme

Student Assessment Methods

Grades will be based on class participation, written assignments, oral presentation, and final project.

Rubric Grading System

A rubric will be shared for each assignment and use the following scale:

4 represents exceptional quality work that clearly rises above expected guidelines. It is work that has clearly defined/ adequately supported purpose and sense of direction.

3 represents expected graduate level caliber of academic achievement. Ideas are clearly supported and adequately supported but may lack clarity of insight or profound expression.

2 represents work which may lack clarity of purpose, expression or relevance. Secondary topics may not be clearly connected for internal cohesion and overall unity of expression. Mechanical errors or those in clear use of language or lack of integration of understanding

could be pervasive. This level of work is generally considered to be below the accepted level of standard of quality for graduate level achievement.

1 represents work which does not meet requirements of the assignment.

The final grade will be based on class participation and attendance (25%), weekly work and assignments 50%, and the final class project (25%).

| <u>Assignment</u> | <u>Value</u> |
|------------------------------------|--------------|
| Class Participation and Attendance | 25% |
| Weekly Work/Assignments | 50% |
| Final Class Project | 25% |

Late Assignments

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

MEDU 5204 Action Research Class Project (25%) Procedures and Sequence

I. Framing the Topic. Selecting a topic: identify a problem, define an area of interest, or ask a question. Write an introduction explaining what the situation is that you want to investigate. Describe the school's context and background of the topic/ issue? This is a good place to describe to the reader concerns that might be related to, for example, test scores/AEIS. According to Glanz (1999) this includes three steps.

1. Know what you want to investigate;
2. Develop some questions about the area you've chosen; and
3. Establish a plan to answer these questions

Agree on the aspect of the school program you want to study. Ask, "What am I concerned about?" and "Why am I concerned?" Identify what is known and what needs to be known about this program or practice. Ask, "What information should be known in order to improve the program?" Identify specific aspects of the program that might need scrutiny, such as:

- Student outcomes (achievement, attitudes);
- Curriculum (effectiveness of instructional materials, alignment with state content standards);
- Instruction (teaching strategies, use of technology);
- School climate (teacher morale, relationships between teachers and supervisors); and
- Parental involvement (participation on committees, attendance at school events).

As you focus on a specific concern or problem, you need to begin to pose questions that will guide your research. If, for instance, low levels of parental involvement are a concern in your school, you might ask:

- How can I document these low levels of parent involvement?
- What impact does this low participation have on students' completion of science projects?
- Will increased involvement yield higher student achievement levels?

How could we increase parental involvement in school affairs? Developing these guiding questions will eventually lead to specifying research questions and/or hypotheses.

II. Set the problem, area of interest or question in a context – the literature review.

For the literature review you will examine journal articles, books, and other sources related to your topic. Write a 12-20 page review of the literature (no annotated bibliography) with a minimum of 15 scholarly sources.

III. Write and submit a plan to collect data for your project including the methods you will use and the instruments/tools you will use (e.g. interview questions, a survey instrument).

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of lecture; discussion / participation; data collection exercises; individual /collaborative projects and exercises; and a variety of readings, case studies, and written assignments.

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

Consistent and active participation - Students are expected to come to class prepared and to actively participate in class discussion from an informed perspective. It is the quality, not the quantity of one's contributions to class discussions that matter. Classes are conducted using the norms for behavior of a graduate seminar. Professional dialogue is expected and encouraged without the appearance of disrespect or personal ridicule. Diverse views are desired; they add depth to our understanding. You will have more to say if you are prepared for class and are a careful listener.

Personal Communication Devices need to be off/silent. Any use of electronic communication devices such as cell phones, blackberries (email /text messaging/etc.), or games is not appropriate during class time.

Readings and Assignments: Development and enhancement of knowledge upon which beliefs and practices are based is clearly the intent of course assignments. Assignments must be completed according to the course timeline in order to fully accomplish such a goal. Make notations, comments and be prepared to share insights and questions for class discussion.

Oral and Written Assignments: Orally or in writing, professional educators are expected to express themselves capably. All written work for class must be typed, double-spaced, using 12 point Arial or Times New Roman Font; unless otherwise indicated by the instructor. All materials for the course should be carefully prepared, processed and proofread (printed, in appropriate style, free of grammatical, typographical, and other errors) following the *Publication Manual of the American Psychological Association – Sixth Edition*. Students are encouraged to keep a copy of each assignment submitted. The grade assigned will reflect the clarity, thoughtfulness, and methodical organization that characterize the superior paper. Papers with significant errors will be returned unread and ungraded.

Collaboration/Plagiarism Rules

Policy on Academic Dishonesty: Academic dishonesty includes any form of cheating, plagiarism, falsification of records, collusion, or giving false information to any College official. See the College Bulletin for definition of terms, penalties, and procedures for appealing dishonesty. Instructors have the option to recommend a grade of 'F' for the course if dishonesty is proven.

University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies. If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please contact me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

Huston-Tillotson University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a documented disability and need a reasonable accommodation for equal access balanced with essential requirements to complete the requirements of this class contact the Counseling and Consultation Center, located at AL-216, call 512-505-3046, or send an e-mail to disabilityservices@htu.edu.



Course Syllabus
MEDU 5221 Practicum for School Leadership A
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5221
Course Name: Practicum for School Leadership A
Course Location: On Campus
Class Times: This class will meet one evening a week for 2 hours.
Prerequisites: Admission to the M.Ed. Program or permission of Department Chair

Course Description/Overview

MEDU 5221 Practicum for School Leadership A
This course provides individualized, sustained field experiences and clinical internship practice within a school setting. The student will be monitored by a qualified onsite campus mentor principal and an HT field supervisor.

Student Learning Outcomes

- Become familiar with national educational administration standards.
- Learn the requirements for becoming certified as a principal/administrator.
- Identify and begin practicing skills necessary for effective educational administration.

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|--|---------------------|------------------------|----------------|
| Complete the Self-Assessment(s) to determine strengths and areas for growth | All | All | All |
| Use the data from the self-assessments to develop a preliminary Practicum Plan | All | All | All |
| Identify and enlist a qualified on- | | | Standard 7 |

| | | | |
|---|---|-----|------------|
| site mentor and work with field supervisor to facilitate mentor training and scheduling of on site observations. | | | |
| Develop and submit a personal leadership vision statement | Learner-Centered Leadership and Campus Culture. | 001 | Standard 1 |
| Participate in at least 1 formal observation during the first 6 weeks of the semester and at least one additional formal observation during the semester. | All | All | Standard 7 |
| Submit a log documenting a minimum of 100 hours of field experiences across all competencies and standards | All | All | Standard 7 |
| Submit at least 3 practicum reports (written self reflection about significant experiences) | All | All | Standard 7 |
| 2 formal 45 minute observations from HT field supervisor with no score below "Meets Expectations." | All | All | All |

Course Resources

Technical Requirements:

- Current Web browser PC or Mac
- Access to common office applications (word processing, spreadsheet, database, presentation, graphics, etc.)
- HT email

Required Course Text:

Huston Tillotson University Practicum Handbook

Huston Tillotson University Mentor Handbook

Robbins, P. & Alvy, H. (2004). *The new principal's fieldbook: Strategies for success.*

Alexandria, Va. : Association for Supervision and Curriculum Development.

Available as e-book from EBSCO e-books.

Helpful, but not required:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association. 6th Edition.* Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Grading Scheme

Student Assessment Methods

Candidates will be required to complete all course requirements. Grades will be credit/No Credit based on timely completion of all assigned work. Note: Course Instructor will serve as field supervisor and will conduct observations or will coordinate with other designated and trained field support personnel.

Late Assignments

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of lecture, discussion / participation, and field experiences.

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

Consistent and active participation - Students are expected to come to class prepared and to actively participate in class discussion from an informed perspective. It is the quality, not the quantity of one's contributions to class discussions that matter. Classes are conducted using the norms for behavior of a graduate seminar. Professional dialogue is expected and encouraged without the appearance of disrespect or personal ridicule. Diverse views are desired; they add depth to our understanding. You will have more to say if you are prepared for class and are a careful listener.

Personal Communication Devices need to be off/silent. Any use of electronic communication devices such as cell phones, blackberries (email /text messaging/etc.), or games is not appropriate during class time.

Readings and Assignments: Development and enhancement of knowledge upon which beliefs and practices are based is clearly the intent of course assignments. Assignments must be completed according to the course timeline in order to fully accomplish such a goal. Make notations, comments and be prepared to share insights and questions for class discussion.

Oral and Written Assignments: Orally or in writing, professional educators are expected to express themselves capably. All written work for class must be typed, double-spaced,

using 12 point Arial or Times New Roman Font; unless otherwise indicated by the instructor. All materials for the course should be carefully prepared, processed and proofread (printed, in appropriate style, free of grammatical, typographical, and other errors) following the *Publication Manual of the American Psychological Association – Sixth Edition*. Students are encouraged to keep a copy of each assignment submitted. The grade assigned will reflect the clarity, thoughtfulness, and methodical organization that characterize the superior paper. Papers with significant errors will be returned unread and ungraded.

Collaboration/Plagiarism Rules

Policy on Academic Dishonesty: Academic dishonesty includes any form of cheating, plagiarism, falsification of records, collusion, or giving false information to any College official. See the **College Bulletin** for definition of terms, penalties, and procedures for appealing dishonesty. Instructors have the option to recommend a grade of 'F' for the course if dishonesty is proven.

University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please contact me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

Huston-Tillotson University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a documented disability and need a reasonable accommodation for equal access balanced with essential requirements to complete the requirements of this class contact the Counseling and Consultation Center, located at AL-216, call 512-505-3046, or send an e-mail to disabilityservices@htu.edu.



Course Syllabus
MEDU 5222 Practicum for School Leadership B
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5222
Course Name: Practicum for School Leadership B
Course Location: On Campus
Class Times: This class will meet one evening a week for 2 hours.
Prerequisites: MEDU 5221 Practicum for School Leadership A

Course Description/Overview

MEDU 5222 Practicum for School Leadership B
This course provides individualized, sustained field experiences and clinical internship practice within a school setting, supervised by a qualified campus mentor principal and an HT field supervisor.

Student Learning Objectives

- The student will become familiar with state and national educational administration standards.
- The student will identify and practice skills necessary for effective educational administration.

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|---|--|------------------------|----------------|
| Weekly practicum log | Learner-Centered Instructional Leadership and Management | 004 | Standard 7 |
| Complete the cycle of one teacher appraisal using the PDAS or district adopted system | Learner-Centered Human Resources Leadership and | 006 | Standard 7 |

| | | | |
|---|---|-----|------------|
| | Management | | |
| Practicum personal experiences reports | Learner-Centered Organizational Leadership and Management | 009 | Standard 7 |
| Report on 2 of the following: transportation, food service, library/media center, ESL/Bilingual, Special Programs, health services, GT, or counseling | Learner-Centered Organizational Leadership and Management | 005 | Standard 7 |
| 2 formal 45 minute observations from HT field supervisor with no score below "Meets Expectations." | All | All | All |

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
- Technical Requirements:
 - Current most popular Web browser PC or Mac
 - NOTE: iOS and Android browsers may not be fully compatible
 - HT email address
 - Internet connection
 - Access to common office applications and/or converters (word processing, spreadsheet, database, presentation, graphics, etc.)

Required Course Text:

Huston Tillotson University Practicum Handbook

Huston Tillotson University Mentor Handbook

Robbins, P. & Alvy, H. (2004). *The new principal's fieldbook: Strategies for success.*

Alexandria, Va. : Association for Supervision and Curriculum Development.

Available as e-book from EBSCO e-books.

Helpful, but not required:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association. 6th Edition.* Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Additional readings will be selected and assigned throughout the course.

Grading Scheme

Student Assessment Methods

Grades will be based on class participation, written assignments, oral presentation, team learning activity and final project. Grading System:

90-100% = A An "A" represents exceptional quality work that clearly rises above expected guidelines. It is work that has clearly defined/ adequately supported purpose and sense of direction.

80-89% = B A "B" represents expected graduate level caliber of academic achievement. Ideas are clearly supported and adequately supported but may lack clarity of insight or profound expression.

79-70% = C A "C" represents work which may lack clarity of purpose, expression or relevance. Secondary topics may not be clearly connected for internal cohesion and overall unity of expression. Mechanical errors or those in clear use of language or lack of integration of understanding could be pervasive. This level of work is generally considered to be below the accepted level of standard of quality for graduate level achievement.

Below 69% = D

The final grade will be based on class participation and attendance, participation in one formal observation, practicum log, practicum reports

| <u>Assignment</u> | <u>Value</u> |
|--|---------------------|
| Class Participation and Attendance | 35% |
| Formal Observation (minimum 1) | 15% |
| Practicum Log (minimum 100 hours across all standards) | 25% |
| Practicum Reports (minimum 5) | 25% |

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of lecture, discussion, and analysis /reflection about a variety of field experiences indicating wide range of activities that provide practice across all standards

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

Consistent and active participation - Students are expected to come to class prepared and to actively participate in class discussion from an informed perspective. It is the quality, not the quantity of one's contributions to class discussions that matter. Classes are conducted using the norms for behavior of a graduate seminar. Professional dialogue is expected and encouraged without the appearance of disrespect or personal ridicule. Diverse views are desired; they add depth to our understanding. You will have more to say if you are prepared for class and are a careful listener.

Personal Communication Devices need to be off/silent. Any use of electronic communication devices such as cell phones, blackberries (email /text messaging/etc.), or games is not appropriate during class time.

Readings and Assignments: Development and enhancement of knowledge upon which beliefs and practices are based is clearly the intent of course assignments. Assignments must be completed according to the course timeline in order to fully accomplish such a goal. Make notations, comments and be prepared to share insights and questions for class discussion.

Oral and Written Assignments: Orally or in writing, professional educators are expected to express themselves capably. All written work for class must be typed, double-spaced, using 12 point Arial or Times New Roman Font; unless otherwise indicated by the instructor. All materials for the course should be carefully prepared, processed and proofread (printed, in appropriate style, free of grammatical, typographical, and other errors) following the *Publication Manual of the American Psychological Association – Sixth Edition*. Students are encouraged to keep a copy of each assignment submitted. The grade assigned will reflect the clarity, thoughtfulness, and methodical organization that characterize the superior paper. Papers with significant errors will be returned unread and ungraded.

Collaboration/Plagiarism Rules

Policy on Academic Dishonesty: Academic dishonesty includes any form of cheating, plagiarism, falsification of records, collusion, or giving false information to any College official. See the **College Bulletin** for definition of terms, penalties, and procedures for appealing dishonesty. Instructors have the option to recommend a grade of 'F' for the course if dishonesty is proven.

University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please contact me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

Huston-Tillotson University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a

documented disability and need a reasonable accommodation for equal access balanced with essential requirements to complete the requirements of this class contact the Counseling and Consultation Center, located at AL-216, call 512-505-3046, or send an e-mail to disabilityservices@htu.edu."



Course Syllabus
MEDU 5223 Practicum for School Leadership C
College of Education
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5223
Course Name: Practicum for School Leadership C
Pre-Requisites: MEDU 5221 and MEDU 5222
Class times: Classes will meet one evening a week for 3 hours
Course Location: On campus

Course Description/Overview

MEDU 5223 Practicum for School Leadership C
Students seeking the Standard Principal Certificate must complete a structured, field-based internship focused on actual experiences with each of the SBEC standards. The practicum is not a checklist of activities, but an opportunity to plan, produce, participate in, and reflect on campus leadership. Students will be supervised by a qualified campus mentor principal and a HT field supervisor. Preparation for the state certification exam is included.

Course Learning Objectives

- Students will identify and practice skills necessary for effective educational administration.
-

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|---|---------------------|------------------------|----------------|
| Activity logs | All | All | All |
| Practicum self-reflection reports | All | All | All |
| At least 80% correct on TExES practice exam | All | All | All |
| Successful | All | All | All |

| | | | |
|-------------------------------------|--|--|--|
| completion of practicum proposal | | | |
|-------------------------------------|--|--|--|

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
 -
- Technical Requirements:
 - Current most popular Web browser PC or Mac
 - NOTE: iOS and Android browsers may not be fully compatible
 - HT email address
 - Internet connection
 - Access to common office applications and/or converters (word processing, spreadsheet, database, presentation, graphics, etc.)

Required Course Text:

Huston Tillotson University Practicum Handbook

Huston Tillotson University Mentor Handbook

Robbins, P. & Alvy, H. (2004). *The new principal's fieldbook: Strategies for success.*

Alexandria, Va. : Association for Supervision and Curriculum Development.

Available as e-book from EBSCO e-books.

Helpful, but not required:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association. 6th Edition.* Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Additional readings will be selected and assigned throughout the course.

Grading Scheme

Student Assessment Methods

Grades will be based on class participation, written assignments, oral presentation, team learning activity and final project. Grading System:

90-100% = A An "A" represents exceptional quality work that clearly rises above expected guidelines. It is work that has clearly defined/ adequately supported purpose and sense of direction.

80-89% = B A "B" represents expected graduate level caliber of academic achievement. Ideas are clearly supported and adequately supported but may lack clarity of insight or profound expression.

79-70% = C A "C" represents work which may lack clarity of purpose, expression or relevance. Secondary topics may not be clearly connected for internal cohesion and overall

unity of expression. Mechanical errors or those in clear use of language or lack of integration of understanding could be pervasive. This level of work is generally considered to be below the accepted level of standard of quality for graduate level achievement.

Below 69% = D

The final grade will be based on class participation and attendance, participation in one formal observation, practicum log, practicum reports

| Assignment | Value |
|--|-------|
| Class Participation and Attendance | 35% |
| Formal Observation (minimum 1) | 15% |
| Practicum Log (minimum 100 hours across all standards) | 25% |
| Practicum Reports (minimum 5) | 25% |

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of *lecture*discussion and analysis /reflection about a variety of field experiences indicating wide range of activities that provide practice across all standards

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

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University Policies

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Course Syllabus
MEDU 5301 Schools as Learning Communities – Organization & Culture
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5301
Course Name: Schools as Learning Communities Organization & Culture
Course Location: On Campus
Class Times: This class will meet one evening a week for 3 hours.
Prerequisites: Admission to the M.Ed. Program or permission of Department Chair

Course Description/Overview

MEDU 5301 Schools as Learning Communities: Organization & Culture
This course focuses on how organizational culture and climate intersect with diverse subcultures in the school and school community. To develop and understand culturally proficient leadership, students will collect data on school culture, climate, and community to develop action plans that address needs. Students will explore the application of organizational, communication, multicultural, and cultural proficiency theories, and models of/in day-to-day practice.

Student Learning Objectives

- Students will facilitate and ensure a positive climate for open communication among faculty.
- Students will communicate high expectations for student achievement.
- Students will implement a well-designed system for campus and system-wide communication as evidenced by documentation of artifacts indicative of various communication strategies.
- Students will provide the compelling direction, structure, supportive context, and coaching that teams need to be effective as indicated by an informal teacher survey.
- Students will facilitate interpersonal skills development by all staff that facilitates communication as indicated by professional development documents, sign-in

sheets, and reflective journal logs.

- Students will promote and model team values that reflect interdependency as evidenced by a self-assessment log and an exit interview with the supervising principal.
- Students will facilitate a professional learning community and create a pervasive climate of mutual respect, a spirit of trust, and a personalized, caring environment for each student and teacher as evidenced by informal interviews of randomly selected faculty and staff conducted by the supervising principal and/or HT field supervisor.
- Students will implement a framework for collaboration and participation by the staff and the community as evidenced by an abbreviated portfolio with documentation of events and activities lead by the student.

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|---|--|-------------------------------|-----------------------|
| Collection of artifacts indicative of communication strategies and documentation of events and activities lead by the candidate | Learner-Centered Leadership and Campus Culture Learner-Centered Communications and Community Relations | 001, 002 | Standards 1 and 4 |
| Conduct and analyze informal faculty survey about communication and stakeholder inclusion | Learner-Centered Communications and Community Relations | 006 | Standards 4 and 6 |
| Apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment to facilitate a professional learning community | Learner-Centered Organizational Leadership and Management | 007 | Standard 2 |
| Describe and review the decision making process used for campus improvement and professional development plan(s) | Learner-Centered Communications and Community Relations Learner-Centered Organizational Leadership and Management | 002, 007 | Standards 2 and 3 |

| | | | |
|---|--|----------|------------|
| Use interviews, artifacts and anecdotes to reflect on and describe organizational health and school culture | Learner-Centered Human Resources Leadership and Management | 005, 006 | Standard 1 |
|---|--|----------|------------|

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
- Technical Requirements:
 - Current most popular Web browser PC or Mac
 - NOTE: iOS and Android browsers may not be fully compatible
 - HT email address
 - Internet connection
 - Access to common office applications and/or converters (word processing, spreadsheet, database, presentation, graphics, etc.)
 - Installed helper applications may be required such as:
 - [Adobe Acrobat Reader](#) [Apple QuickTime Player](#)
 - [Real Player](#) [Windows Media Player](#)
 - [Flash Player](#) [Adobe Shockwave Player](#)

Required Course Text:

Dufour, R. and Dufour, R. (2008). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement.* Bloomington, IN.

Helpful, but not required:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association. 6th Edition.* Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Additional readings will be selected and assigned throughout the course.

Grading Scheme

Student Assessment Methods

Grades will be based on class participation, written assignments, oral presentation, team learning activity and final project.

Grading System:

90-100% = A An "A" represents exceptional quality work that clearly rises above expected guidelines. It is work that has clearly defined/ adequately supported purpose and sense of direction.

80-89% = B A "B" represents expected graduate level caliber of academic achievement. Ideas are clearly supported and adequately supported but may lack clarity of insight or profound expression.

79-70% = C A "C" represents work which may lack clarity of purpose, expression or relevance. Secondary topics may not be clearly connected for internal cohesion and overall unity of expression. Mechanical errors or those in clear use of language or lack of integration of understanding could be pervasive. This level of work is generally considered to be below the accepted level of standard of quality for graduate level achievement.

Below 69% = D

The final grade will be based on class participation and attendance (25%), weekly work and assignments 75%.

| <u>Assignment</u> | <u>Value</u> |
|------------------------------------|--------------|
| Class Participation and Attendance | 25% |
| Weekly Work/Assignments | 75% |

Late Assignments

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Course Policies

Mode/Style of Teaching

This course will be delivered through a combination of lecture, class discussions, exemplary practitioner seminars, lecture, web-based research, and field-based performance activities. Candidates will demonstrate their understanding of course content through field activities including problem-based activities.

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

Consistent and active participation - Students are expected to come to class prepared and to actively participate in class discussion from an informed perspective. It is the

quality, not the quantity of one's contributions to class discussions that matter. Classes are conducted using the norms for behavior of a graduate seminar. Professional dialogue is expected and encouraged without the appearance of disrespect or personal ridicule. Diverse views are desired; they add depth to our understanding. You will have more to say if you are prepared for class and are a careful listener.

Personal Communication Devices need to be off/silent. Any use of electronic communication devices such as cell phones, blackberries (email /text messaging/etc.), or games is not appropriate during class time.

Readings and Assignments: Development and enhancement of knowledge upon which beliefs and practices are based is clearly the intent of course assignments. Assignments must be completed according to the course timeline in order to fully accomplish such a goal. Make notations, comments and be prepared to share insights and questions for class discussion.

Oral and Written Assignments: Orally or in writing, professional educators are expected to express themselves capably. All written work for class must be typed, double-spaced, using 12 point Arial or Times New Roman Font; unless otherwise indicated by the instructor. All materials for the course should be carefully prepared, processed and proofread (printed, in appropriate style, free of grammatical, typographical, and other errors) following the *Publication Manual of the American Psychological Association – Sixth Edition*. Students are encouraged to keep a copy of each assignment submitted. The grade assigned will reflect the clarity, thoughtfulness, and methodical organization that characterize the superior paper. Papers with significant errors will be returned unread and ungraded.

Collaboration/Plagiarism Rules

Policy on Academic Dishonesty: Academic dishonesty includes any form of cheating, plagiarism, falsification of records, collusion, or giving false information to any College official. See the **College Bulletin** for definition of terms, penalties, and procedures for appealing dishonesty. Instructors have the option to recommend a grade of 'F' for the course if dishonesty is proven.

University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies. If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please contact me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:
Huston-Tillotson University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a documented disability and need a reasonable accommodation for equal access balanced with

essential requirements to complete the requirements of this class contact the Counseling and Consultation Center, located at AL-216, call 512-505-3046, or send an e-mail to disabilityservices@htu.edu."



Course Syllabus
MEDU 5302 Legal, Ethical and Social Issues in Education
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5302
Course Name: Legal, Ethical, and Social Issues in Education
Course Location: On Campus
Class Times: This class will meet one evening a week for 3 hours.
Prerequisites: Admission to the M.Ed. Program or permission of Department Chair

Course Description/Overview

MEDU 5302 Legal, Ethical, and Social Issues in Education
This course provides an opportunity to become familiar with legal, ethical, and regulatory requirements and responsibilities of educational leaders. District, state, and national education issues include school finance, school law, special programs, leadership and management, instructional issues, evaluation of programs and personnel, and changing policies at the district, state, and national level.

Student Learning Objectives

- The student will articulate an understanding of basic legal concepts through examination and discussion of relevant court cases.
- The student will demonstrate critical analysis of factual, evidentiary data.
- The student will understand sources and purposes of educational law.
- The student will gain an awareness of major legal resources and demonstrate the ability to use those resources.
- The student will gain an in-depth understanding of landmark cases in various areas of school law such as attendance, ensuring educational excellence, and the rights of students and teachers.

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|--|--|------------------------|--|
| Analysis of landmark education court cases | Learner-Centered Values and Ethics of Leadership Learner-Centered Human Resources Leadership and Management | 003, 006, 008 | Standard 3, Standard 5, and Standard 6 |
| Analysis of current issues now before the courts | Learner-Centered Values and Ethics of Leadership Learner-Centered Human Resources Leadership and Management | 003, 006, 008 | Standard 3, Standard 5, and Standard 6 |

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
- Technical Requirements:
 - HT email address
 - Internet connection, Current Web browser PC or Mac
 - Access to common office applications (word processing, spreadsheet, database, presentation, graphics, etc.)

Required Course Text:

Kemerer, F., Walsh, J., & Maniotis, L. (2010). *The educator's guide to Texas school law* (7th Ed.). Austin, Texas: University of Texas Press.

Student Code of Conduct [District].

Student/Parent Handbook [Campus or District].

Employee Handbook [district]

Educator Code of Ethics

Helpful, but not required:

Alexander, K., & Alexander, M. D. (2011). *American public school law* (8th Ed.). Belmont CA: Wadsworth.

American Psychological Association. (2009). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Access to School Board Policy is available online for many school districts and will be helpful.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Additional readings will be selected and assigned throughout the course.

Grading Scheme

Student Assessment Methods

Grades will be based on class participation, quizzes, and written case briefs.

Grading System:

90-100% = A An "A" represents exceptional quality work that clearly rises above expected guidelines. It is work that has clearly defined/ adequately supported purpose and sense of direction.

80-89% = B A "B" represents expected graduate level caliber of academic achievement. Ideas are clearly supported and adequately supported but may lack clarity of insight or profound expression.

79-70% = C A "C" represents work which may lack clarity of purpose, expression or relevance. Secondary topics may not be clearly connected for internal cohesion and overall unity of expression. Mechanical errors or those in clear use of language or lack of integration of understanding could be pervasive. This level of work is generally considered to be below the accepted level of standard of quality for graduate level achievement.

The final grade will be based on class participation and attendance (25%), legal case briefs 50%, and quizzes (25%).

| Assignment | Value |
|------------------------------------|--------------|
| Class Participation and Attendance | 25% |
| Quizzes | 25% |
| Case Briefs (10) | 50% |

Late Assignments

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Key Assignment: Case Briefs (5 points each; 50% of grade)

Each student will prepare 10 carefully articulated and thoroughly researched briefs on assigned cases pertaining to the course material and assigned reading. You can see case

briefs online but do not copy or otherwise plagiarize the brief. It should be *your work in your words*.

Each brief should be a one-page, single-spaced paper (Times New Roman font, 12 point type, one-inch margins) summarizing the case using the following format with at least one paragraph in the conclusion discussing the importance of the case to administrators.

Label each section as follows

Citation: List the legal citation for the case. This should be the title of the paper.

Fact(s): Restate the legally relevant facts of the case. Discuss in detail what happened to get this case into the court system.

Issue(s): In one sentence, identify the question to be answered. To pick out the issue, think about who is arguing and what they are arguing about. An issue statement should include the sources of the law (for example, the First Amendment, the Texas Revised Code, IDEA, etc.), the parties involved, and the issue to be decided. For example, "Was the school district guilty of discrimination?" is not significantly detailed to meet the criteria of a good issue statement. "Does the equal protection clause of the 14th Amendment prevent public school districts from maintaining separate schools based on race?" contains the necessary components of an issue statement.

Ruling: What did the courts decide? What were the results?

Rationale: Why did the court make that particular decision? On what did the court base these answers?

Conclusion: How does this court decision relate to your life as an educator or administrator, and education in general? What does this ruling mean to our profession? How will our lives be altered by this decision? How will the students' lives be altered by this decision?

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of lecture; discussion / participation; and a variety of readings, case studies, and written assignments

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

Consistent and active participation - Students are expected to come to class prepared and to actively participate in class discussion from an informed perspective. It is the quality, not the quantity of one's contributions to class discussions that matter. Classes are conducted using the norms for behavior of a graduate seminar. Professional dialogue is expected and encouraged without the appearance of disrespect or personal ridicule.

Diverse views are desired; they add depth to our understanding. You will have more to say if you are prepared for class and are a careful listener.

Personal Communication Devices need to be off/silent. Any use of electronic communication devices such as cell phones, blackberries (email /text messaging/etc.), or games is not appropriate during class time.

Readings and Assignments: Development and enhancement of knowledge upon which beliefs and practices are based is clearly the intent of course assignments. Assignments must be completed according to the course timeline in order to fully accomplish such a goal. Make notations, comments and be prepared to share insights and questions for class discussion.

Oral and Written Assignments: Orally or in writing, professional educators are expected to express themselves capably. All written work for class must be typed, double-spaced, using 12 point Arial or Times New Roman Font; unless otherwise indicated by the instructor. All materials for the course should be carefully prepared, processed and proofread (printed, in appropriate style, free of grammatical, typographical, and other errors) following the *Publication Manual of the American Psychological Association – Sixth Edition*. Students are encouraged to keep a copy of each assignment submitted. The grade assigned will reflect the clarity, thoughtfulness, and methodical organization that characterize the superior paper. Papers with significant errors will be returned unread and ungraded.

Collaboration/Plagiarism Rules

Policy on Academic Dishonesty: Academic dishonesty includes any form of cheating, plagiarism, falsification of records, collusion, or giving false information to any College official. See the **College Bulletin** for definition of terms, penalties, and procedures for appealing dishonesty. Instructors have the option to recommend a grade of 'F' for the course if dishonesty is proven.

University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please contact me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

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Course Syllabus
MEDU 5303 Diversity and Special Programs in Schools
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5303
Course Name: Diversity and Special Programs in Schools
Course Location: On Campus
Class Times: This class will meet one evening a week for 3 hours.
Prerequisites: MEDU 5204 Introduction to Research Methods

Course Description/Overview

MEDU 5303 Diversity and Special Programs in Schools
In this course, students will survey diverse populations and programs associated with schools. Programs reviewed include special education, state and national reading initiatives, federal programs, gifted and talented, English language learners, and others. Discussion includes the impact of these programs on student success and the connection back to various policies and documents.

Student Learning Objectives

- The student will use a variety of information including formative and summative student data to ensure that all students have opportunity for success.
- The student will know and be able to use sound, research based strategies to provide multiple opportunities to learn and be successful to all students.
- The student will know and be able to use effective strategies to communicate with and involve diverse stakeholders.
- The student will demonstrate understanding of the policies related to special programs and be familiar with current literature about sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- The student will write a reflective essay describing (a) current social and economic influences at play in the school environment; (b) how these influences impact

student achievement and (c) how leaders could improve the academic success of all students.

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|---|--|------------------------|---------------------------|
| Reflective essay | Learner-Centered Instructional Leadership and Management | 005 | |
| Analysis of one special programs areas | Learner-Centered Curriculum Planning and Leadership | 004 | Standard 2 |
| Parent/community involvement plan | Learner-Centered Communications and Community Relations | 001, 002 | Standard 1 and Standard 4 |
| Report describing the process for students to access special programs | Learner-Centered Curriculum Planning and Leadership | 004 | Standard 2 |

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
- Technical Requirements:
 - Internet connection, Web browser PC or Mac
 - HT email address
 - Access to common office applications (word processing, spreadsheet, database, presentation, graphics, etc.)

Required Course Text:

Nuri-Robins, Kikanza J., Lindsey, Delores B., Lindsey, Randall B., and Terrell, Raymond. (2011). *Culturally Proficient Instruction*. Thousand Oaks, CA: Corwin Publishing.

Additional readings will be selected and assigned throughout the course.

Helpful, but not required:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. 6th Edition. Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Grading Scheme

Student Assessment Methods

Grades will be based on class participation, written assignments, team and individual learning activities.

Grading System:

90-100% = A An "A" represents exceptional quality work that clearly rises above expected guidelines. It is work that has clearly defined/ adequately supported purpose and sense of direction.

80-89% = B A "B" represents expected graduate level caliber of academic achievement. Ideas are clearly supported and adequately supported but may lack clarity of insight or profound expression.

79-70% = C A "C" represents work which may lack clarity of purpose, expression or relevance. Secondary topics may not be clearly connected for internal cohesion and overall unity of expression. Mechanical errors or those in clear use of language or lack of integration of understanding could be pervasive. This level of work is generally considered to be below the accepted level of standard of quality for graduate level achievement.

Below 69% = D

The final grade will be based on class participation and attendance (25%), weekly work and assignments 50%, and the final class project (25%).

| <u>Assignment</u> | <u>Value</u> |
|------------------------------------|--------------|
| Class Participation and Attendance | 20% |
| 4 major assignments at 20% | 80% |

Late Assignments

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of lecture; discussion / participation; data collection exercises; and a variety of readings, case studies, and written assignments

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student

failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

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Personal Communication Devices need to be off/silent. Any use of electronic communication devices such as cell phones, blackberries (email /text messaging/etc.), or games is not appropriate during class time.

Readings and Assignments: Development and enhancement of knowledge upon which beliefs and practices are based is clearly the intent of course assignments. Assignments must be completed according to the course timeline in order to fully accomplish such a goal. Make notations, comments and be prepared to share insights and questions for class discussion.

Oral and Written Assignments: Orally or in writing, professional educators are expected to express themselves capably. All written work for class must be typed, double-spaced, using 12 point Arial or Times New Roman Font; unless otherwise indicated by the instructor. All materials for the course should be carefully prepared, processed and proofread (printed, in appropriate style, free of grammatical, typographical, and other errors) following the *Publication Manual of the American Psychological Association – Sixth Edition*. Students are encouraged to keep a copy of each assignment submitted. The grade assigned will reflect the clarity, thoughtfulness, and methodical organization that characterize the superior paper. Papers with significant errors will be returned unread and ungraded.

Collaboration/Plagiarism Rules

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University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please contact me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

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Course Syllabus
MEDU 5305 Action Research Project
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5305
Course Name: Action Research Project
Course Location: On campus
Class Times: The class will meet one evening a week for 3 hours.
Prerequisites: MEDU 5204 Introduction to Research Methods

Course Description/Overview

MEDU 5305 Action Research Project
In this course, students will utilize components of literature review, data collection and analysis to conduct an action research project that addresses an educational problem/question. In lieu of thesis, the student will produce a written report of the Action Research Project developed and conducted in Introduction to Research Methods MEDU 5204 and present it in a professional setting.

Student Learning Objectives

The student will write an action research report that demonstrates ability to

- Identify, frame, analyze, and resolve a problem using appropriate problem-solving techniques and decision-making skills
- Implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|------------------------|---------------------|------------------------|----------------|
| Action research report | All | All | All |

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
- Technical Requirements:
 - Internet connection, Web browser PC or Mac
 - HT email address
 - Access to common office applications (word processing, spreadsheet, database, presentation, graphics, etc.)

Required Course Text:

Johnson, A.P. (2008). A short guide to action research: Third edition. Boston: Pearson, Inc.

Glanz, J. (2006). Action research: An educational leader's guide to school improvement. Norwood, MA: Christopher-Gordon.

American Psychological Association. (2009). Publication Manual of the American Psychological Association. 6th Edition. Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Additional readings will be selected and assigned throughout the course.

Grading Scheme

Student Assessment Methods

Grades will be based on class participation and the action research report. The report will use a rubric weighted at 80% content and 20% organization and writing conventions.

Grading System:

90-100% = A An "A" represents exceptional quality work that clearly rises above expected guidelines. It is work that has clearly defined/ adequately supported purpose and sense of direction.

80-89% = B A "B" represents expected graduate level caliber of academic achievement. Ideas are clearly supported and adequately supported but may lack clarity of insight or profound expression.

79-70% = C A "C" represents work which may lack clarity of purpose, expression or relevance. Secondary topics may not be clearly connected for internal cohesion and overall unity of expression. Mechanical errors or those in clear use of language or lack of integration of understanding could be pervasive. This level of work is generally considered to be below the accepted level of standard of quality for graduate level achievement.

Below 69% = D

The final grade will be based on class participation and attendance (25%) and the action research report (75%).

| <u>Assignment</u> | <u>Value</u> |
|------------------------------------|---------------------|
| Class Participation and Attendance | 25% |
| Action Research Report | 75% |

Late Assignments

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of lecture; discussion / participation; data collection exercises; individual /collaborative projects and exercises; and a variety of readings, case studies, and written assignments.

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

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Personal Communication Devices need to be off/silent. Any use of electronic communication devices such as cell phones, blackberries (email /text messaging/etc.), or games is not appropriate during class time.

Readings and Assignments: Development and enhancement of knowledge upon which beliefs and practices are based is clearly the intent of course assignments. Assignments must be completed according to the course timeline in order to fully accomplish such a goal. Make notations, comments and be prepared to share insights and questions for class discussion.

Oral and Written Assignments: Orally or in writing, professional educators are expected to express themselves capably. All written work for class must be typed, double-spaced, using 12 point Arial or Times New Roman Font; unless otherwise indicated by the instructor. All materials for the course should be carefully prepared, processed and proofread (printed, in appropriate style, free of grammatical, typographical, and other

errors) following the *Publication Manual of the American Psychological Association – Sixth Edition*. Students are encouraged to keep a copy of each assignment submitted. The grade assigned will reflect the clarity, thoughtfulness, and methodical organization that characterize the superior paper. Papers with significant errors will be returned unread and ungraded.

Collaboration/Plagiarism Rules

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University Policies

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If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please contact me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

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Course Syllabus
MEDU 5324 Introduction to Leadership in Educational Settings
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5324
Course Name: Introduction to Leadership in Educational Settings
Prerequisites: Admission to the M.Ed. Program or permission of Department Chair
Course Location: On Campus
Class Times: Classes will meet one evening a week for 3 hours.

Course Description/Overview

MEDU 5324 Introduction to Leadership in Educational Settings
This course provides an introduction to the knowledge base of research and practice in educational leadership based on the State Board for Educator Certification (SBEC) principal standards (TAC §241.15, framework domains and competencies established for the Texas Education Agency, and Educational Leadership Constituent Council's (ELCC's) 2011 Building Level Standards from the National Policy Board For Educational Administration (NPBEA). The course will focus on the role of leaders in the social, political, and legal context of schools. It will also examine the role of leadership in school improvement.

Student Learning Outcomes

- Students will become familiar with national educational administration standards.
- Students will learn Texas requirements for becoming certified as a principal.
- Students will identify and begin practicing skills necessary for effective educational administration.
- Students will gain an awareness of their own leadership philosophy, traits, skills, and behaviors.
- Students will gain an understanding of the fundamental ways leadership is practiced in on-going organizations.

- Students will gain an understanding and appreciation for the unique dimensions of their own leadership style, their strengths and weakness, and ways to improve what they do as leaders.
- Students will gather, organize, interpret, and use data from a variety of sources to inform school improvement decisions

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|---|---|-------------------------------|-----------------------|
| Students will use self-assessment questionnaires and observations to describe their own leadership philosophy, traits, skills and behaviors | Learner-Centered Values and Ethics of Leadership | 003 | Standard 5 |
| Students will use self-assessment questionnaires and observations to develop awareness & appreciation of differences and understanding of leadership practice in schools | Learner-Centered Organizational Leadership and Management | 007 | Standard 3 |
| Students will participate in individual and collaborative projects including a mock interview to identify and articulate their personal leadership styles, strengths and weaknesses, and articulate plans for effective campus leadership | Learner-Centered Leadership and Campus Culture | 001 | Standard 2 |
| Case Study Assignment: the student will collect and analyze campus data, report strengths and weaknesses, and make recommendations for school improvement in a written report and presentation | Learner-Centered Instructional Leadership and Management | 007 | Standard 4 |

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
- Technical Requirements:
 - Internet connection, Web browser PC or Mac
 - HT email address
 - Access to common office applications (word processing, spreadsheet, database, presentation, graphics, etc.)

Required Course Text:

Northouse, P. G. (2011). *Introduction to Leadership: Concepts and Practice*. 2nd Edition. Thousand Oaks, CA: Sage.

Robbins, P. and Alvy, H. B. (2009). *The Principal's Companion: Strategies for Making the Job Easier*. 3rd Edition. Thousand Oaks: Corwin Press/Sage.

Helpful, but not required:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. 6th Edition. Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Additional readings will be selected and assigned throughout the course.

Grading Scheme

Student Assessment Methods

Grades will be based on class participation, written assignments, oral presentation, team learning activity and final project.

Grading System:

90-100% = A An "A" represents exceptional quality work that clearly rises above expected guidelines. It is work that has clearly defined/ adequately supported purpose and sense of direction.

80-89% = B A "B" represents expected graduate level caliber of academic achievement. Ideas are clearly supported and adequately supported but may lack clarity of insight or profound expression.

79-70% = C A "C" represents work which may lack clarity of purpose, expression or relevance. Secondary topics may not be clearly connected for internal cohesion and overall unity of expression. Mechanical errors or those in clear use of language or lack of integration of understanding could be pervasive. This level of work is generally considered to be below the accepted level of standard of quality for graduate level achievement.

Below 69% = D

The final grade will be based on class participation and attendance (25%), weekly work and assignments 50%, and the final class project (25%).

| Assignment | Value |
|------------------------------------|-------|
| Class Participation and Attendance | 25% |
| Weekly Work/Assignments | 50% |
| Final Class Project | 25% |

Late Assignments

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Case Study Assignment

1. Prepare your resume and cover letter for the position of assistant principal at South Oak Cliff HS in Dallas ISD. If you really want to choose another campus/district, you may. However, you must use a campus that is TEA Academically Acceptable with a student population that is not over 50% White.
2. You have been called to interview for the position! Hooray! Yikes!
 - a. You need to prepare answers to questions you think they may ask.
 - b. You'll be asked to present a PowerPoint presentation about how you would propose to improve student achievement at South Oak Cliff. Use [and refer to, i.e., make an explicit connection to] the reading materials from this course. How do you see the differences between leadership and management (Robbins)? What difference does charisma (Cooke) make? What are some of the artifacts of culture (Robbins)? What are some of the artifacts of Control (Cooke) that you might want to review during the first days on the job?
 - c. What is your vision for the school and how will you communicate it to the stakeholders?
 - d. What are the strengths and how can you draw upon them?
 - e. What are the weaknesses and how can you improve them?
 - f. How will you address the needs of different student populations?
 - g. How will you find out about the school's culture and climate? How will you find out what to address and will you address it?
3. Prepare 2-3 good questions for the interview committee.
4. Plan your follow-up strategy. What will you do after the interview to follow up with the district?
 5. Resume and Cover Letter
 6. Submit your ideas here about what questions interviewers might ask and how you might respond. This can be a bulleted or numbered list with notes - it doesn't need to be written in complete sentences.

7. Power Point Presentation 5-15 slides Post by 4/30, print notes pages for your notebook – include your comments/explanation in notes on ppt slides.
8. PowerPoint presentation about how you would propose to improve student achievement.
 - a. What is your vision for the school and how will you communicate it to the stakeholders?
 - b. What are the strengths and how can you draw upon them?
 - c. What are the weaknesses and how can you improve them?
 - d. How will you address the needs of different student populations?
 - e. How will you find out about the school's culture and climate? How will you find out what to address and will you address it?
9. Follow-up Strategy: What will you do after the interview?

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of lecture; discussion / participation; data collection exercises; individual /collaborative projects and exercises; a variety of readings, case studies, and written assignments.

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

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Personal Communication Devices need to be off/silent. Any use of electronic communication devices such as cell phones, blackberries (email /text messaging/etc.), or games is not appropriate during class time.

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University Policies

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Course Syllabus
MEDU 5325 Curriculum Leadership and Assessment
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:
Office Location:
Telephone:
E-mail:
Office Hours:

Course Identification

Course Number: MEDU 5325
Course Name: Curriculum Leadership and Assessment
Course Location: On Campus
Class Times: This class will meet one evening a week for 3 hours.
Prerequisites: Admission to the M.Ed. Program or permission of Department Chair

Course Description/Overview

MEDU 5325 Curriculum Leadership and Assessment
This course focuses on data driven decision making, and examines how leaders in educational settings use data to analyze and improve student learning.

Student Learning Objectives

- Candidate will describe and utilize the key concepts, data sources, processes, and specific models of curricular development, along with their rationales and limitations as measured by written examinations.
- Candidate will understand the roles of various stakeholders in curriculum development and evaluation as measured by written examinations.
- Candidate will demonstrate skill in translating state standards and grade level expectations for a specific course or grade level subject used in the candidate's school as measured by a paper submitted for evaluation.
- Candidate will develop a curriculum map that includes categorizing learning according to importance and a suggested time schedule for completing the essential elements of the course as measured by a formal document submitted for assessment.
- Candidate will use qualitative and quantitative data to assess the effectiveness of a specific program within their school.

Assignments and Assessments:

1. Written exams
2. Curriculum article reviews
3. Curriculum map and implementation plan
4. Program assessment toward meeting standards
5. Data assessment of a specific school program
6. Final exam
7. Written review of the CIP (Campus Improvement Plan) and its implementation and monitoring
8. Written program review

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|---|---|-------------------------------|-------------------------|
| Curriculum map and implementation plan | Learner-Centered Curriculum Planning and Leadership Learner-Centered Instructional Leadership and Management | 004, 007 | Standard 2 & Standard 6 |
| Data assessment of a specific school program | Learner-Centered Curriculum Planning and Leadership Learner-Centered Instructional Leadership and Management | 004, 007 | Standard 2 & Standard 6 |
| Written review of the CIP (Campus Improvement Plan) and its implementation and monitoring | Learner-Centered Curriculum Planning and Leadership Learner-Centered Instructional Leadership and Management | 004, 007 | Standard 2 & Standard 6 |
| Written program review | Learner-Centered Curriculum Planning and Leadership Learner-Centered Instructional Leadership and Management | 004, 007 | Standard 2 & Standard 6 |

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
- Technical Requirements:
 - Internet connection & Current Web browser PC or Mac

- HT email address
- Access to common office applications and/or converters (word processing, spreadsheet, database, presentation, graphics, etc.) Required Course Text:

Required Texts:

Ornstein, A. and Hunkins, F. (2009). *Curriculum: Foundations, Principles, and Issues*. (5th Edition). Needham Heights, MA: Allyn and Bacon.

Wiggins, Grant P. and McTighe, Jay. (2005). *Understanding by Design* (2nd Edition). Boston, MA: Pearson Education, Inc.

Helpful, but not required:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. 6th Edition. Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

Additional readings will be selected and assigned throughout the course.

Grading Scheme

Student Assessment Methods

Grades will be based on class participation, written assignments, oral presentation, team learning activity and final project.

Grading System:

90-100% = A An "A" represents exceptional quality work that clearly rises above expected guidelines. It is work that has clearly defined/ adequately supported purpose and sense of direction.

80-89% = B A "B" represents expected graduate level caliber of academic achievement. Ideas are clearly supported and adequately supported but may lack clarity of insight or profound expression.

79-70% = C A "C" represents work which may lack clarity of purpose, expression or relevance. Secondary topics may not be clearly connected for internal cohesion and overall unity of expression. Mechanical errors or those in clear use of language or lack of integration of understanding could be pervasive. This level of work is generally considered to be below the accepted level of standard of quality for graduate level achievement.

Below 69% = D

The final grade will be based on class participation and attendance (25%), weekly work, quizzes, assigned projects, and assignments 75%.

| Assignment | Value |
|------------------------------------|--------------|
| Class Participation and Attendance | 25% |
| Weekly Work/Assignments | 75% |

Late Assignments

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of lecture; discussion / participation; data collection exercises; individual /collaborative projects and exercises; and a variety of readings, case studies, and written assignments.

Attendance and Classwork Policy and Expectations

Consistent and punctual attendance is required in order to fully benefit from the course. Students are expected to attend each scheduled class meeting. Excessive tardies (of 10 minutes or more) or excessive absences can result in a lowered grade or a student failing a course. Absences do not exempt students from academic requirements. **All class work is due on the date assigned; no late work will be accepted without prior approval of instructor.**

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Personal Communication Devices need to be off/silent. Any use of electronic communication devices such as cell phones, blackberries (email /text messaging/etc.), or games is not appropriate during class time.

Readings and Assignments: Development and enhancement of knowledge upon which beliefs and practices are based is clearly the intent of course assignments. Assignments must be completed according to the course timeline in order to fully accomplish such a goal. Make notations, comments and be prepared to share insights and questions for class discussion.

Oral and Written Assignments: Orally or in writing, professional educators are expected to express themselves capably. All written work for class must be typed, double-spaced, using 12 point Arial or Times New Roman Font; unless otherwise indicated by the

instructor. All materials for the course should be carefully prepared, processed and proofread (printed, in appropriate style, free of grammatical, typographical, and other errors) following the *Publication Manual of the American Psychological Association – Sixth Edition*. Students are encouraged to keep a copy of each assignment submitted. The grade assigned will reflect the clarity, thoughtfulness, and methodical organization that characterize the superior paper. Papers with significant errors will be returned unread and ungraded.

Collaboration/Plagiarism Rules

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University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please contact me as soon as possible so that we can make appropriate arrangements.



Course Syllabus
MEDU 5326 Administrative Processes and Operations in Schools
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:

Office Location:

Telephone:

E-mail:

Office Hours:

Course Identification

Course Number: MEDU 5326

Course Name: Administrative Processes and Operations in Schools

Course Location: On Campus

Class Times: This class will meet one evening a week for 3 hours.

Prerequisites: Admission to the M.Ed. Program or permission of Department Chair

Course Description/Overview

MEDU 5326 Administrative Processes and Operations in Schools: This course examines critical topics such as effective resource management, facilities management, and school safety.

Student Learning Objectives

- Candidate will explain how the Campus Improvement Plan (CIP) and the school budget interact.
- Candidate will demonstrate an appreciation for all learning needs at a school and how funds are allocated to address these needs.
- Candidate will demonstrate an understanding of the funding sources including the grant processes.
- Candidate will understand facility/maintenance goal setting, including methods of prioritizing work items for student safety and student achievement.
- Candidate will understand the proper legal management of the local school facilities by organizations within the school district and in the community as a whole.
- Candidate will understand the need for emergency preparedness.
- Candidate will understand the current economic variables including local, state and federal supports for school systems and their impact on student achievement.

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|---|---|------------------------|----------------|
| Grant Application | Learner-Centered Organizational Leadership and Management | 008, 009 | Standard 3 |
| Analysis of campus budget and Campus Improvement Plan (CIP) | Learner-Centered Organizational Leadership and Management | 008, 009 | |
| Review/revision of campus crisis plan | Learner-Centered Organizational Leadership and Management | 008, 009 | |
| Facilities group project | Learner-Centered Organizational Leadership and Management | 008, 009 | |

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
 -
- Technical Requirements:
 - Internet connection , Web browser PC or Mac
 - HT email address
 - Access to common office applications (word processing, spreadsheet, database, presentation, graphics, etc.)

Required Course Texts:

Guthrie, James W., Hart, Christina C., Ray, John R., Candoli, I. Carol, Hack, Walter G. (2008). *Modern School Business Administration. A Planning Approach*. (9 ed.) Boston: Allyn and Bacon Publishing Company.

- Grants.gov. <http://www.grants.gov/>.
- Texas Administrative Code (TAC), Title 19, Part II, Chapter 61. School Districts. §61.1033 and §61.1036.
- Texas Administrative Code (TAC), Title 19, Part II, Chapter 129. Student Attendance. §129.1 through §129.1029.
- Texas Association of School Boards. (2010). *A Guide to Texas School Finance*. Austin, TX: Author.

- Texas Education Code, Title 2. Public Education, Subtitle E. Students and Parents, Chapter 25, Admission, Transfer, and Attendance. Subchapter A. Admission and Enrollment.
- US Department of Education Office of Safe and Drug Free Schools. (2007). Practical Information on Crisis Planning: A guide for schools and communities.
<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

Helpful, but not required:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association. 6th Edition.* Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor. Additional readings will be selected and assigned throughout the course.

Grading Scheme

Student Assessment Methods

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Grading System:

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Below 69% = D

The final grade will be based on class participation and attendance (25%), weekly work and assignments 50%, and the final class project (25%).

| <u>Assignment</u> | <u>Value</u> |
|--|--------------|
| Class Participation and Attendance | 25% |
| Quizzes | 25% |
| Written reflection papers – 5 Projects (budget, crisis plan, technology, facilities, revenue sources) | 50% |

Key Assignments and Assessments

- Create a campus budget utilizing the campus improvement plan explaining the prioritization process used and identifying specific budget allocations that support the campus improvement plan
- Analyze campus budget in relation to campus improvement plan
- Complete and submit a mini-grant.
- Review campus crisis plan and describe major strengths and weaknesses. Provide recommendations for improvement.
- Review of campus or district building use policy for clarity, accuracy, and fairness.
- Develop facilities/maintenance inventory, plan, and prioritization schedule after a detailed walk-through of a campus
- Conduct a technology audit of a campus to include identifying critical shortages, under-utilization of existing technology, and make recommendations for a technology initiative for Campus Improvement Plan to improve student achievement
- Analyze the impact of sources and amounts of local, state and federal dollars in a school system

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of lecture; discussion / participation; individual /collaborative projects and exercises; and a variety of readings, case studies, and written assignments.

Attendance and Classwork Policy and Expectations

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Huston-Tillotson University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a documented disability and need a reasonable accommodation for equal access balanced with essential requirements to complete the requirements of this class contact the Counseling and Consultation Center, located at AL-216, call 512-505-3046, or send an e-mail to disabilityservices@htu.edu."



Course Syllabus

MEDU 5327 Administration, Supervision, and Improvement of Instruction
Department of Educator Preparation
Semester Year

Instructor Information

Instructor:

Office Location:

Telephone:

E-mail:

Office Hours:

Course Identification

Course Number: MEDU 5327

Course Name: Administration, Supervision, and Improvement of Instruction

Course Location: On Campus

Class Times: This class will meet one evening a week for 3 hours.

Prerequisites: Admission to the M.Ed. Program or permission of Department Chair

Course Description/Overview

MEDU 5327 Administration, Supervision, and Improvement of Instruction

This course examines how education leaders manage human resources, covering such topics as recruitment, supervision, and evaluation of staff. This course addresses the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment, professional development, and instructional supervision. This 3 hour course of study is offered based on an assumption that school administrators lead organizations by shaping the work of the members toward the goals of the school. An organization is comprised of structures and processes that can be conceptualized and actualized in many ways. An administrator's effectiveness lies in his/her ability to relate to and lead the members of the organization, to earn the members' allegiance and support and direct the members' behavior toward achievement of educational goals.

Student Learning Objectives

The student will develop

- an understanding of the basic processes and goals of professional development and supervision
- an understanding of the relationship between effective supervision, evaluation, and professional development

- knowledge about current research on use of supervisory models to improve teaching and learning.
- knowledge and understanding of the relationship between supervision and effective teaching
- explicit techniques for observing, evaluating, and recording teacher behaviors and providing useful feedback to modify instructional efforts
- awareness of the different needs of preservice, beginning, and experienced teachers
- presentation skills, skill in planning and delivering staff development program for teachers

| Key Assessments | Principal Standards | Competencies Addressed | ELCC Standards |
|---|---|------------------------|----------------|
| Supervision case study | Learner-Centered Human Resources Leadership and Management | 006 | Standard 3 |
| Professional development design and presentation to campus faculty | Learner-Centered Instructional Leadership and Management | 001, 007 | Standard 2 |
| Collect and analyze data about organizational health and morale; design strategies to address needs | Learner-Centered Leadership and Campus Culture | 005 | Standard 2 |
| Personal professional development plan | Learner-Centered Instructional Leadership and Management | 001 | Standard 3 |

Course Resources

Course Website(s)

- <https://my.htu.edu/ics>
- Technical Requirements:
 - Internet connection, Web browser PC or Mac
 - HT email address
 - Access to common office applications (word processing, spreadsheet, database, presentation, graphics, etc.)

Required Texts:

Dean, C.B., Hubbell, E.R., Pitler, H., & Stone, B.J. (2012). *Classroom Instruction that Works*. (2nd Ed.). Alexandria, VA: ASCD and Denver, CO: MCREL.

McMillan, J.H. (2011). *Classroom assessment: Principles and practice for effective instruction*. 5th Ed. Boston: Allyn and Bacon.

DiPaola, M. F. & Hoy, W.K. (2008). *Principals improving instruction: Supervision, evaluation and professional development*. New York: Pearson Education Inc.
Texas Education Agency Instructional Leadership Development Manual.

Helpful, but not required:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. 6th Edition. Washington, D.C.: Author.

Note: Written work should follow APA style unless otherwise stated by the instructor.

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Grading Scheme

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Below 69% = D

The final grade will be based on class participation and attendance (25%), weekly work and assignments 50%, and the final class project (25%).

| <u>Assignment</u> | <u>Value</u> |
|---------------------------------|--------------|
| Class Participation, Attendance | 25% |
| Assignments Projects | 75% |

Late Assignments

Late work will only be accepted with prior permission of the instructor. Late work is subject to a grade penalty.

Key Assignments/ Assessments

- The student will use campus data to analyze and evaluate the campus professional development plan for current and previous 2-5 years and make recommendations for improvements to the comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- As a member of a team, the student will plan and present a professional development seminar demonstrating application of principles of adult learning and motivation theory. Student will appropriately allocate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- Student will demonstrate understanding of effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff by responding to quizzes, submitting related /assigned written work and participation in class discussions.
- Student will prepare and implement a plan for monitoring classroom instruction that will include at a minimum a pre-conference, formative evaluation, formal observation and post conference with one teacher. Student will reflect and explain how the procedures were used to enhance the knowledge and skills of the teacher.
- The student will collect and analyze data from campus staff to diagnose campus organizational health and morale and recommend strategies to provide ongoing support to campus staff.
- The student will write a plan for personal professional development activities that will add to his/her knowledge and skills and serve to model lifelong learning.

Course Policies

Mode/Style of Teaching

The class will be taught using a combination of a variety of readings; case studies and written assignments; lecture; discussion / participation; data collection exercises; and individual /collaborative projects and exercises

Attendance and Classwork Policy and Expectations

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